

# Guide to Test Interpretation

---

**Grades 3, 6, 8, 10, and Retest**

**Fall 2003**

School Year 2003–2004

***ISTEP+***

Indiana Statewide Testing  
For Educational Progress

**Mc  
Graw  
Hill** **CTB  
McGraw-Hill**



Developed and published under contract with State of Indiana Department of Education by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2003 by State of Indiana Department of Education and CTB/McGraw-Hill LLC. Only State of Indiana educators and citizens may copy, download, and/or print the document, located online at <http://www.doe.state.in.us>. Any other use or reproduction of this document, in whole or in part, requires written approval of State of Indiana Department of Education and CTB/McGraw-Hill LLC.

## *A Message from Dr. Suellen Reed*

November 2003

Dear Educators:

The *Guide to Test Interpretation* (GTI) provides important information to aid you in interpreting your students' test scores. Greater understanding of the results will help you better communicate them to other educators, parents, students, and community members.

The Fall 2003 administration of *ISTEP+* measured the performance of Indiana's students in Grades 3, 6, and 8 against Indiana's highly acclaimed Academic Standards. The standards are clear, concise, and jargon-free, and they are clearly more rigorous than those on which assessments were based prior to 2002. In addition to parent/student and teacher's editions of the standards, Curriculum Frameworks have been made available to educators to support their classroom activities.

The 2002 test data serve as the baseline for Indiana in meeting the mandate contained in the No Child Left Behind Act of 2001—having 100 percent of students proficient in English and mathematics by the school year 2013–2014. This mandate intensifies the need to interpret test data thoroughly and accurately. Students' weaknesses and strengths, as identified by the test results, should serve as the basis for making informed decisions about individual students' instructional needs.

Many activities may occur at the local level with the release of this test data. Program evaluations, research-based activities, and a strong communication effort within school buildings and school communities alike can help facilitate improvement. Emphasizing the significance of this data and fostering the involvement of parents and stakeholders in a continuous improvement model will help us move farther and faster toward the goal of 100 percent proficiency by 2013–2014.

We expect the *Guide to Test Interpretation* will be helpful to you and will strengthen your knowledge of *ISTEP+* and its results.

Sincerely,

A handwritten signature in black ink that reads "Dr. Suellen Reed". The signature is written in a cursive, flowing style.

Dr. Suellen Reed  
Superintendent of Public Instruction

# Contents

<b>Understanding <i>ISTEP+</i> Test Results</b>	<b>7</b>
<b>Section I: Grades 3, 6, and 8</b>	<b>13</b>
<b><i>ISTEP+</i> Testing Program</b>	
<b>Reports for Teachers</b>	<b>15</b>
• Student Report	15
• Class Proficiency Grouping Report	20
• Proficiency Roster	22
• Class Academic Standards Report	24
• Undetermined Status Roster	26
• <i>ISTEP+</i> Label	27
<b>Reports for the School Administrator</b>	<b>28</b>
• Proficiency Roster	28
• School Proficiency Performance Summary	30
• Disaggregation Summary Report	32
• Applied Skills Frequency Distribution	34
<b>Reports for the Corporation Administrator</b>	<b>37</b>
• Corporation Proficiency Performance Summary	37
• Academic Standards Summary	40
• Group Academic Standards Summary	42
• Disaggregation Summary Report	44
• Applied Skills Frequency Distribution	46
• Undetermined Status Roster	48
• Academic Standards Frequency Distribution	50

---

## Section II: Grade 10 and Retest 53

---

### *ISTEP+* GQE Testing Program Reports for Teachers 55

• Student Report	55
• Proficiency Roster	60
• Class Essential Skills Report	62
• Undetermined Status Roster	64
• <i>ISTEP+</i> Label	65

---

### Reports for the School Administrator 66

• Proficiency Roster	66
• School Proficiency Performance Summary	68
• GQE Required Retest List	70
• Disaggregation Summary Report	72
• Graduation Test Labels	73
• Applied Skills Frequency Distribution	74

---

### Reports for the Corporation Administrator 76

• Corporation Proficiency Performance Summary	76
• Essential Skills Summary	78
• Group Essential Skills Summary	80
• Disaggregation Summary Report	82
• Applied Skills Frequency Distribution	84
• Undetermined Status Roster	86
• Academic Standards Frequency Distribution	88

---

### Reference 91

Glossary	91
Sample Letters to Parents	94

---



# Understanding *ISTEP+* Test Results

## What can you learn from *ISTEP+*?

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

*“Are all of our students attaining the skills they need to succeed?”*

*“What kind of individual instruction would help my child?”*

*ISTEP+* provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Academic Standards in the English/language arts and mathematics content areas.
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of Academic Standards.
- Where the students in your class, school, or corporation are relative to the Indiana Academic Standards established by the State Board of Education (see page 10 for performance level definitions).

## What is a criterion-referenced score?

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards. These scores are developed based on Item Response Theory (see page 8). The most valuable application of criterion-referenced information is to identify a student’s strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Academic Standards within each content area, as follows:

Criterion-Referenced Score Categories		
Domain	English/language arts	Mathematics
<i>Academic Standards</i>	3.1 Reading Vocabulary	3.1 Number Sense
	3.2 Reading Comprehension	3.2 Computation
	⋮	⋮

---

### Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions, or items, and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice items, and another is used for the constructed-response items.

The two models are used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item accurately identifies students who do and do not have the skill being tested by the item. The multiple-choice model also describes the degree to which students can guess the correct answer to each item.

---

### Pattern Scoring

The statistical characteristics of the items can affect a student's total test score (scale score). This is particularly true with *ISTEP+*, because it is pattern scored. Pattern scoring incorporates information from items using the IRT model. In contrast, raw scoring or number-correct scoring simply notes whether or not the student answered the item correctly. Both pattern scores and raw scores can be considered ability scores used to represent a student's ability level. To illustrate the differences between pattern scoring and raw scoring, consider two students, Student 1 and Student 2, who both correctly answer 20 items. Student 1 answers the 20 most difficult items, while Student 2 answers the 20 easiest. With raw scoring, both students receive the same raw (ability) score, indicating both students have the same "ability," and the highest raw score possible is equal to the total number of items on a test. In contrast, when the pattern of the items answered correctly is taken into account—that is, when the information about the difficulty of the items (among other item characteristics) is considered—Student 1 rightly receives a higher ability score.

---

### Scale Scores

When ability scores are placed on a scale different from the raw score or number-correct scale, they are called "scale scores." The ability scores are transformed and placed onto a scale, much like taking a degree of temperature on the Celsius scale and transforming it onto the Fahrenheit scale. How hot or cold the temperature is does not change. What does change is the scale used to describe the temperature. In the same way, ability scores can be described by different scales and still maintain their meaning as an indication of ability.

---

### Vertical Scale

The *ISTEP+* tests have been placed on yet another scale, a "vertical scale." Instead of having a different scale for each grade, the *ISTEP+* ability scores have been placed on two scales that move vertically from Grade 3 through Grade 8—one for English/language arts and one for mathematics. Without a vertical scale, one would not be able to make a direct comparison of an individual student's performance from grade to grade within a content area. To return to the weather example, instead of having to report the temperature in North Dakota on the Celsius scale and the weather in Florida on the Fahrenheit scale, one can report conditions in both areas on the Fahrenheit scale.



Similarly, instead of having a different scale at each grade, there is only one scale for each content area in Grades 3–8. One thing to keep in mind: The temperature range and average (mean) temperature in North Dakota are usually lower than they are in Florida. Sometimes the states have similar temperatures. In the same way, the ranges of and mean scores for Grade 3 are lower than those for Grades 4–8.

The range of scores possible has been defined so that there is a lowest scale score and a highest scale score possible, or “obtainable,” for the vertical scale. We call the lowest obtainable scale score the “LOSS” and the highest obtainable scale score the “HOSS.” For ease of grade distinction, each grade also has a LOSS and HOSS. Again, the scores for Grades 3–8 are on only one vertical scale.

### Illustration of LOSS, HOSS, and Score Overlaps:

Grade X	100_____200
Grade Y	120_____220
Grade Z	130_____230

To interpret a student’s progress from grade to grade, you can check to see whether the student’s scale scores are moving upward along the vertical scale each year. The amount of movement, or the number of scale score points increased or decreased, will likely vary from year to year and grade to grade as the test items change from year to year. However, generally speaking, you may be able to gauge the student’s progress (or lack thereof) as he or she moves up or down the scale from grade to grade.

Direct comparisons of individual student scores should not be made across content areas. For example, a score of 185 in English/language arts does not mean the same thing as a score of 185 in mathematics. Also, minor fluctuations in a student’s score from year to year should not be used as the sole source for making high-stakes decisions about a student’s progress. It is very important to take into account, before interpretation of student progress, that the difficulty of the content increases from grade to grade and that there are overlaps in scores, as described. Be sure to note where most students are performing—i.e., the mean. If the student performs below the mean one year and above the mean the next, it is likely the student is making progress, compared to same-grade peers. Because of the variability in scores from year to year, it is also very important to consider the student’s overall performance level (Did Not Pass, Pass, or Pass +).

---

### Cut Scores and Performance Levels

New federal legislation, No Child Left Behind, requires that student achievement be reported in terms of at least three performance levels. One of these performance levels is designated as the proficient level. Each state must determine the number of performance levels to use, as well as the meaning associated with those levels. For Grades 3, 6, and 8, the *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates the performance levels. Based on their *ISTEP+* scale score, students are placed into one of three performance levels: Did Not Pass, Pass, and Pass+. For Indiana students, the performance level labeled “Pass” is the proficient level.

Performance levels for the GQE are different from those for Grades 3, 6, and 8, and students are reported as performing above the standard or below the standard.

Each performance level has a descriptor: a description of what students can do in terms of the content and skills measured by *ISTEP+*. By examining the descriptor for a level in which a student has been placed, teachers, parents/guardians, and the student can gain an understanding of the student’s current knowledge of a particular content area. Performance level information can be used to help plan individual instructional goals for the student.

In addition, an Undetermined category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner).

---

### Academic Standards Scores

Indiana’s Academic Standards are listed by subject on the Student Report, the Class Academic Standards Report, the Academic Standards Summary, and the Group Academic Standards Summary.

The Indiana Performance Index (IPI) is used to indicate a student’s performance on the Academic Standards. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 similar items for the specific Academic Standard on the test. It is a better measure of the student’s performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Academic Standard, the Student Performance score is shown, along with the Passing Level score for a student at the standard and the difference between the two scores.

The Class Academic Standards Report indicates whether students have mastered each Academic Standard. Symbols appear on this report indicating 1) mastery, 2) non-mastery, and 3) if a subtest was omitted or invalid. Mastery of an Academic Standard indicates that the Student Performance is equal to or greater than the Passing Level for a student at the standard.

---

## Understanding *ISTEP+* Test Results

The corporation Group Academic Standards Summary provides a summary of students' performance for all schools in the corporation.

**Note:** All sample reports shown in this guide contain simulated data only.

---

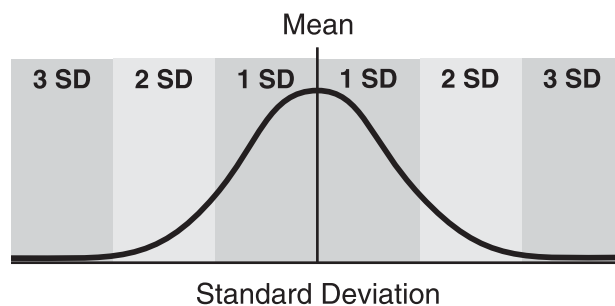
### Mean and Median Scores

On *ISTEP+* reports, summary information for a group (such as a class) is sometimes presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. Scores reported on ordinal scales, such as national percentile ranks, cannot be averaged. For these, *ISTEP+* presents a median score. The median is the middle score (50% of the scores fall below it). In a normal distribution, the mean and the median scores are equal.

---

### Standard Deviation

The Standard Deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five standard deviations of the mean score.





# Section I: Grades 3, 6, and 8

---

## *ISTEP+* Testing Program

---

### **Reports for Grades 4, 5, 7, and 9**

In fall 2003, *ISTEP+* tests were administered at Grades 4, 5, 7, and 9 for the first time. The items on these tests are a combination of items used for the vertical scale study and newly developed items. Since this is the first year that *ISTEP+* has been given in Grades 4, 5, 7, and 9, reports will provide only basic information about student achievement. The reports for these grades include the Student Report, Proficiency Roster, Undetermined Status Roster, and Disaggregation Summary Report. The reports will indicate the performance level achieved by the student, i.e., Did Not Pass, Pass, or Pass +; however, they will not provide a student score or academic standards information. Further, the results of this year's tests at these grades will not be used for statewide accountability purposes. After the fall 2004 *ISTEP+* administration, a cut score setting will be held to determine the cut scores for the Pass and Pass+ performance levels at Grades 4, 5, 7, and 9. The reports will then include the same information as found on the reports for Grades 3, 6, 8, and 10.

The reports for Grades 4, 5, 7, and 9 will be generated and delivered in a separate shipment after the reports for Grades 3, 6, 8, and 10. The delivery date is still to be determined.

---

### **Reports for the Grade 5 Science Assessment**

The Grade 5 Science Assessment was first field tested in January 2002. The test was put on hold by the State Budget Agency until 2003. The first operational test was administered in September 2003. A cut score setting will be held in January 2004 to determine the cut scores for the Pass and Pass+ performance levels. Score reports will be generated and delivered after the Indiana Board of Education approves the final cut scores. Parents, schools, and corporations will receive the same reports for the Grade 5 Science Assessment as those provided for Grades 3, 6, and 8.

---

### ***ISTEP+* Reports for Grades 3, 6, and 8**

This guide will help you understand *ISTEP+* test results and reports in order to apply the results toward the goal of improving educational opportunities for students. The guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a sample letter to parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience for and number of copies of each report are listed in the following table.

<b>ISTEP+ Report Information</b>	
<b>Report</b>	<b>Number of Copies</b>
<b>For Teachers</b>	
Student Report	3
Class Proficiency Grouping Report (Grades 3 and 6 only)	1
Proficiency Roster	1
Class Academic Standards Report	1
Undetermined Status Roster	2
ISTEP+ Label	1
<b>For School Administrators</b>	
Proficiency Roster	1
School Proficiency Performance Summary	1
Disaggregation Summary Report	1
Applied Skills Frequency Distribution	1
<b>For Corporation Administrators</b>	
Proficiency Roster (school)	1
School Proficiency Performance Summary	1
Corporation Proficiency Performance Summary	2
Disaggregation Summary Report (school)	1
Disaggregation Summary Report (corporation)	2
Academic Standards Summary (corporation)	2
Group Academic Standards Summary (corporation)	2
Applied Skills Frequency Distribution (school/corporation)	1 each
Undetermined Status Roster	1
Academic Standards Frequency Distribution	1

Copies of student answers to the constructed-response items, as they appeared in the Applied Skills Assessment test books, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guides*, to assist in further evaluating a student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The ISTEP+ score reports are packaged by class, school, and corporation, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

---

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. Please review the previous section in this guide, “Understanding *ISTEP+* Test Results.” You will also find a glossary at the end of the guide.

#### **Sample Letter to Parents**

To help the teacher explain the *ISTEP+* reports to parents, a sample letter to parents is provided on page 94. You may duplicate or edit the letter to make it appropriate for your use.

---

## Reports for Teachers

---

### **Student Report**

Page 1 of the Student Report contains student performance data for English/language arts and mathematics. The top section of this report details a student’s total score for both content areas and shows whether the student is placed in the Did Not Pass, Pass, or Pass+ performance level. Page 2 contains the student’s Applied Skills results. The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child’s strengths and needs and helps them become more involved in the child’s learning process. Three copies of this report are provided. Two copies are for school use and one copy is for the parent.

#### **Criterion-Referenced Information**

The top section of this report, called “Indiana Academic Standards,” reports the student’s scale scores in English/language arts and mathematics and relates these scores to the three performance levels established by the State Board of Education (see page 10 for definition). Students whose scores place them in the Pass or Pass+ performance levels meet the Indiana Academic Standards.

The center section lists the Academic Standards measured by *ISTEP+* for the student’s grade. Next to each standard, the student’s academic performance is indicated by the Student Performance, along with the Passing Level for a student at the standard and the difference between the two scores.

## Reports for Teachers

### Sample Student Report

The sample Student Report presents results for Mary Brown, a third-grade student who took the *ISTEP+* achievement test. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared with the three performance levels adopted by the Board of Education.

On the same report, the third-grade Academic Standards are listed. Reading to the right of the first Academic Standard, Reading Vocabulary, you will see that Mary achieved a Student Performance score of 63 as compared with the Passing Level score of 76, or 13 points lower than the Passing Level.

Mary's English/language arts total score is reported in two ways:

- a scale score of 337 (see performance levels in area C), and
- the Student Performance for each Academic Standard.

This scale score indicates that Mary did not pass the Indiana Academic Standards in English/language arts. Her score of 448 in mathematics means she did pass the Indiana Academic Standards for that subject.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


#### Student Report

MARY BROWN **A**

Grade: 3

**Simulated Data**

**Purpose**  
This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.



Birthdate: 10/15/95  
Special codes: ABCDEFGHIJKLMNOPQRST  
.....5101..11100  
Test Date: 09/15/03

STROODES: 4690-3333  
Class: GRADY A  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

### Indiana Academic Standards **C**

The Indiana Academic Standards describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

#### English/language arts **D**

Student Score: 337

Category	Did Not Pass	Pass	Pass+
Score Range	100-403	404-509	510-690

100 690

Your child's score is 337 in English/language arts, which means that your child did not pass the English/language arts portion of ISTEP+.

#### Mathematics **G**

Student Score: 448

Category	Did Not Pass	Pass	Pass+
Score Range	100-392	393-490	491-620

100 620

Your child's score is 448 in mathematics, which means that your child passed the mathematics portion of ISTEP+.

#### English/language arts **E F G**

Standard	Student Performance	Passing Level	Difference
Reading Vocabulary(MC)	63	76	-13
Reading Comp.(MC)	50	69	-19
Lit. Response & Analysis(MC)	85	93	-8
Writing Process(MC)	82	91	-9
Writing Applications(MC,OE)	47	50	-3
Lang. Conventions(MC,OE)	87	92	-5

#### Mathematics

Standard	Student Performance	Passing Level	Difference
Number Sense(MC,OE)	85	64	21
Computation(MC)	91	87	4
Algebra & Functions(MC)	96	85	11
Geometry(MC,OE)	96	74	22
Measurement(MC)	96	84	12
Problem Solving(OE)	86	86	0

MC: Multiple-choice items OE: Open-ended items

#### English/language arts **H I**

Your child's score does not meet Indiana Academic Standards on the ISTEP+ test in English/language arts and your child is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are:  
Reading Comp.; Reading Vocabulary; Writing Process.

#### Mathematics

Your child's score meets Indiana Academic Standards on the ISTEP+ test in mathematics. The test results show that some of your child's areas of strength are:  
Geometry; Number Sense; Measurement.

Please turn this report over to see the Open-ended (OE) questions that contributed to your child's total score.



---

### Highlights of the Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Explains the student's performance relative to the cut scores established by the Board of Education.
- D** Lists Academic Standards, grouped by content area.
- E** Shows the Student Performance on each Academic Standard.
- F** Indicates the Passing Level for a student meeting the standard for each Academic Standard.
- G** Shows the difference (+ or –) between the Student Performance and the Passing Level for a student at the standard.
- H** Defines symbols and acronyms used in this report.
- I** Lists student's areas of strength and weakness.



### Sample Student Report (Back)

The sample Student Report (Back) provides test results for Mary Brown, a third-grade student who took the *ISTEP+* achievement test. Under English/language arts, Test 3, one can observe that item number 1a of this test is located on page 31 of the test book and that Mary scored three points out of six points possible for this item.

---

### Highlights of the Student Report (Back)

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Lists each item and its Academic Standard by content area and test.
- D** Indicates the page number on which the item appears in the test book.
- E** Presents the number of score points that the student earned for the given Applied Skills item, or, if no score, the letter of the condition code.
- F** Indicates the number of points possible for the given Applied Skills item.
- G** Explains condition codes.
- H** Provides information for parents.



---

## Highlights of the Class Proficiency Grouping Report

- A** Identifies the class by the teacher's name and grade.
- B** The **columns** report performance levels for English/language arts.
- C** The **rows** report performance levels for mathematics.
- D** Lists students alphabetically within performance levels for both content areas. In this box, the students listed scored in the Pass+ performance level in English/language arts and the Did Not Pass performance level in mathematics.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group’s performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

ISTEP+  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


Proficiency Roster

Class: GRADY A

Grade: 3

Simulated Data

Purpose  
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.



Test Date: 09/15/03

STROCODES: 4690-3333  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

English/language arts

Highest Scale Score Obtained  
Mean Scale Score (SS)  
Lowest Scale Score Obtained  
Standard Deviation  
Low/High Score Possible

628  
395.8  
144  
57.4  
100-690

No./PCT Pass+  
No./PCT Did Not Pass  
No./PCT Undetermined  
No. of Students Listed

2 / 8%  
11 / 46%  
8 / 33%  
3 / 13%  
24

Mathematics

Highest Scale Score Obtained  
Mean Scale Score (SS)  
Lowest Scale Score Obtained  
Standard Deviation  
Low/High Score Possible

471  
374.6  
248  
31.8  
100-620

No./PCT Pass+  
No./PCT Did Not Pass  
No./PCT Undetermined  
No. of Students Listed

0 / 0%  
14 / 58%  
7 / 29%  
3 / 13%  
24

English/language arts			Mathematics				
Score Range:	Did Not Pass 100-403	Pass 404-509	Pass+ 510-690	Score Range:	Did Not Pass 100-392	Pass 393-490	Pass+ 491-620
No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	BARNARD, JORDON M	365	D.N.P.	1	BARNARD, JORDON M	372	D.N.P.
2	BOLING, NATHAN J	447	Pass	2	BOLING, NATHAN J	364	D.N.P.
3	BRADFORD, NELL S	#	UND	3	BRADFORD, NELL S	#	UND
4	BROWN, MARY F	337	D.N.P.	4	BROWN, MARY F	448	Pass
5	GOODNIGHT, MARTHA S	501	Pass	5	GOODNIGHT, MARTHA S	415	Pass
6	HARDY, PAIGE N	420	Pass	6	HARDY, PAIGE N	402	Pass
7	HINDERLIDER, ERIN E	628	Pass+	7	HINDERLIDER, ERIN E	401	Pass
8	JACKSON, NOAH E	#	UND	8	JACKSON, NOAH E	#	UND
9	LANE, DESIRE C	509	Pass	9	LANE, DESIRE C	400	Pass
10	LOWREY, ZACH T	352	D.N.P.	10	LOWREY, ZACH T	349	D.N.P.
11	MCCULLOUGH, FELICITY L	202	D.N.P.	11	MCCULLOUGH, FELICITY L	362	D.N.P.
12	NEUMANN, MORGAN L	371	D.N.P.	12	NEUMANN, MORGAN L	364	D.N.P.
13	PROSA, JACOB M	456	Pass	13	PROSA, JACOB M	412	Pass
14	QUEAR, CHASTITY D	342	D.N.P.	14	QUEAR, CHASTITY D	#	UND
15	SCHROEDER, AUSTIN R	265	D.N.P.	15	SCHROEDER, AUSTIN R	393	Pass
16	SHEW, TAYLOR E	412	Pass	16	SHEW, TAYLOR E	397	Pass
17	SMITH, ASHLEIGH N	413	Pass	17	SMITH, ASHLEIGH N	471	Pass
18	SPENGLER, CHRIS S	628	Pass+	18	SPENGLER, CHRIS S	429	Pass
19	STARR, CASSANDRA S	498	Pass	19	STARR, CASSANDRA S	416	Pass
20	SWIFT, JESSICA L	491	Pass	20	SWIFT, JESSICA L	398	Pass
21	THOMPSON, MICHAEL G	#	UND	21	THOMPSON, MICHAEL G	364	D.N.P.
22	VANDIVER, ALYSON G	493	Pass	22	VANDIVER, ALYSON G	248	D.N.P.
23	WARNER, BLAKE R	144	D.N.P.	23	WARNER, BLAKE R	393	Pass
24	WILMOT, NATHAN S	434	Pass	24	WILMOT, NATHAN S	397	Pass

#: No score due to invalid or omitted subtest  
UND: Undetermined

D.N.P.: Did Not Pass

CTBID:92123B821460001-04-00052-000054

22

Copyright © 2003 by State of Indiana Department of Education and CTB/McGraw-Hill LLC

---

**Highlights of the  
Proficiency Roster**

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance level within the English/language arts content area.
- D** Provides each student's scale score and performance level within the mathematics content area.
- E** Provides English/language arts summary information for the class.
- F** Provides mathematics summary information for the class.
- G** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

## Class Academic Standards Report

The Class Academic Standards Report presents Academic Standards information for all the students in your class on a single report. It presents mastery information for each student and summarizes the performance of the class as a whole.

### Academic Standards Information

The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Academic Standards for the grade appear on the left side of the report.

To the right of each Academic Standard the following information appears:

- the number of students who mastered the Academic Standard, and
- the percentage of students who mastered the Academic Standard.

You can use this information to identify areas in which students may need additional instruction.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


#### Class Academic Standards Report

Class: GRADY A

Grade: 3

**Simulated Data**

**Purpose**  
This report provides an analysis of Academic Standards performance and can be used to analyze curriculum strengths and needs.



No. of Students: 36


Test Date: 09/15/03

STRCODES: 4690-3333  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

**Indiana Performance Index (IPI)**  
The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. A student has mastered a given Academic Standard if the student's IPI meets or exceeds the IPI expected for a student at the passing cut score.

● : Mastery  
○ : Non-Mastery  
MC : Multiple-choice items  
OE : Open-ended items  
# : No score due to invalid or omitted subtest

	B		D		E																																														
	Number Mastery	Percent Mastery	BARNARD	JORDAN	M	BOLING	NATHAN	J	BRADFORD	NELL	S	BROWN	MARY	F	GOODNIGHT	MARTHA	S	HARDY	PAIGE	N	HINDERLIDER	ERIN	E	JACKSON	NOAH	E	LANE	DESIRE	O	LOWREY	ZACH	T	MCCULLOUGH	FELICITY	L	NEUMANN	MORGAN	L	PROSA	JACOB	M	QUEAR	CHASTITY	D	SCHROEDER	AUSTIN	R				
<b>English/language arts</b>																																																			
1. Reading Vocabulary(MC)	14	58	○	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○			
2. Reading Comp.(MC)	13	54	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
3. Lit. Response & Analysis(MC)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
4. Writing Process(MC)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
5. Writing Applications(MC,OE)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
6. Lang. Conventions(MC,OE)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○		
<b>Mathematics</b>																																																			
1. Number Sense(MC,OE)	15	63	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
2. Computation(MC)	13	54	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
3. Algebra & Functions(MC)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
4. Geometry(MC,OE)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
5. Measurement(MC)	13	54	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
6. Problem Solving(OE)	14	58	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○



Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016



---

**Highlights of the  
Class Academic  
Standards Report**

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically by name from left to right.
- C** Lists Academic Standards for the grade.
- D** Shows the number of students who mastered each Academic Standard.
- E** Shows the percentage of students who mastered each Academic Standard.
- F** Indicates the test date, and identifies the corporation-school number, school, corporation, county, and state.
- G** Defines the symbols and acronyms used in this report.

## Undetermined Status Roster

This report provides a list of all students in the class who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the Undetermined status.

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### Undetermined Status Roster

Class: GRADY A

Grade: 3

Simulated Data

#### Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



Test Date: 09/15/03

STRCODES: 4960-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

B Students	C Undetermined in Category	D English/language arts				Mathematics		
		E/la T1 - MC	E/la T2 - MC	Writing T3 - OE		Math T4 - MC	Math T5 - MC	Math T6 - OE
BRADFORD, NELL S	E/la Undetermined	Test not taken*	Test not taken*	Valid Attempt		Test not taken*	Test not taken*	Valid Attempt
Birthdate: 2/11/95	Special Codes							
Student ID .....	Math							
Other (K-T) 5..1.1..82	Undetermined							
JACKSON, NOAH E	E/la Undetermined	Valid Attempt	Valid Attempt	Test not taken*		Valid Attempt	Valid Attempt	Test not taken*
Birthdate: 3/ 7/95	Special Codes							
Student ID .....	Math							
Other (K-T) ....0683	Undetermined							
QUEAR, CHASTITY D	E/la Did Not Pass	Valid Attempt	Valid Attempt	Valid Attempt		Test Inv.*	Test Inv.*	Test not taken*
Birthdate: 6/18/95	Special Codes							
Student ID .....	Math							
Other (K-T) 1..1.682	Undetermined							
THOMPSON, MICHAEL G	E/la Undetermined	Test not taken*	Test not taken*	Test not taken*		Valid Attempt	Valid Attempt	Valid Attempt
Birthdate: 7/10/95	Special Codes							
Student ID .....	Math							
Other (K-T) 1..1.582	Did Not Pass							

MC: Multiple-choice items    OE: Open-ended items    Inv.: Test Invalidated by School  
\*Note: Test not taken or Test Inv. results in an Undetermined status

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

### Highlights of the Undetermined Status Roster

- A** Identifies the class by teacher's name and grade.
- B** Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts and/or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

### ISTEP+ Label

The *ISTEP+* Label presents an individual student's criterion-referenced test results in a form that you can easily attach to the student's permanent record.

BROWN	MARY	F				
BROWN	MARY	F	ISTEP+	ENGLISH/LANGUAGE ARTS	MATHEMATICS	
DOB:	10/15/95		PASS CUT SCORE	404	393	
STN:	123456789		PASS+ CUT SCORE	510	491	
GRADE:	3		STUDENT SCORE	337	448	
TEST DATE:	9/15/03		PROFICIENCY LEVEL	DID NOT PASS	PASS	
SCHOOL:	SCHOOL ONE					
CORP:	CORP ONE					

# Reports for the School Administrator

## Proficiency Roster

This report lists alphabetically all students in the school by grade and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the school as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

## Proficiency Roster

School: SCHOOL ONE

Grade: 3

Simulated Data

### Purpose

This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

English/language arts <b>E</b>					Mathematics <b>F</b>				
Highest Scale Score Obtained	690	No./PCT Pass+	31 / 16%		Highest Scale Score Obtained	620	No./PCT Pass+	19 / 10%	
Mean Scale Score (SS)	416.3	No./PCT Pass	113 / 59%		Mean Scale Score (SS)	397.6	No./PCT Pass	125 / 65%	
Lowest Scale Score Obtained	100	No./PCT Did Not Pass	41 / 21%		Lowest Scale Score Obtained	100	No./PCT Did Not Pass	42 / 22%	
Standard Deviation	64.3	No./PCT Undetermined	6 / 3%		Standard Deviation	56.0	No./PCT Undetermined	5 / 3%	
Low/High Score Possible	100-690	No. of Students Listed	191		Low/High Score Possible	100-620	No. of Students Listed	191	
Score Range: Did Not Pass 100-403 Pass 404-509 Pass+ 510-690					Score Range: Did Not Pass 100-392 Pass 393-490 Pass+ 491-620				
No.	Student	Score (SS)	Category		No.	Student	Score (SS)	Category	
<b>B</b>	1 ABLE, ALYSSA C	430	Pass	<b>C</b>	1 ABLE, ALYSSA C	404	Pass	<b>D</b>	
2	ABRAMS, ANDREW J	290	D.N.P.		2	ABRAMS, ANDREW J	317	D.N.P.	
3	ARCHER, KRYSTAL L	326	D.N.P.		3	ARCHER, KRYSTAL L	359	D.N.P.	
4	AULT, LINDSEY R	488	Pass		4	AULT, LINDSEY R	398	Pass	
5	BAIRD, DANIEL P	418	Pass		5	BAIRD, DANIEL P	148	D.N.P.	
6	BALL, JESSICA R	431	Pass		6	BALL, JESSICA R	490	Pass	
7	BARNARD, JORDON M	365	D.N.P.		7	BARNARD, JORDON M	372	D.N.P.	
8	BAUGHMAN, WESLEY M	419	Pass		8	BAUGHMAN, WESLEY M	423	Pass	
9	BEAVERS, BRITTNEY N	505	Pass		9	BEAVERS, BRITTNEY N	268	D.N.P.	
10	BELL, ALYSSA C	260	D.N.P.		10	BELL, ALYSSA C	411	Pass	
11	BENNET, MELANIE A	130	D.N.P.		11	BENNET, MELANIE A	103	D.N.P.	
12	BENSON, MEGAN A	478	Pass		12	BENSON, MEGAN A	430	Pass	
13	BIRKHOFF, APRIL N	455	Pass		13	BIRKHOFF, APRIL N	456	Pass	
14	BLAIR, JOSHUA A	415	Pass		14	BLAIR, JOSHUA A	397	Pass	
15	BLAKE, ASHLY D	436	Pass		15	BLAKE, ASHLY D	439	Pass	
16	BOLING, NATHAN J	447	Pass		16	BOLING, NATHAN J	364	D.N.P.	
17	BOWERS, HAYLEY R	264	D.N.P.		17	BOWERS, HAYLEY R	268	D.N.P.	
18	BRADFORD, NELL S	#	UND		18	BRADFORD, NELL S	#	UND	
19	BRADFORD, SAM B	417	Pass		19	BRADFORD, SAM B	466	Pass	
20	BREWER, COLE D	327	D.N.P.		20	BREWER, COLE D	171	D.N.P.	
21	BREWER, JESSICA C	438	Pass		21	BREWER, JESSICA C	488	Pass	
22	BREYER, TANYA N	507	Pass		22	BREYER, TANYA N	468	Pass	
23	BROWN, MARY F	337	D.N.P.		23	BROWN, MARY F	448	Pass	
24	BURRELL, MACKENZIE I	484	Pass		24	BURRELL, MACKENZIE I	260	D.N.P.	
25	CARTER, KAYLA M	448	Pass		25	CARTER, KAYLA M	420	Pass	
26	CHASTAIN, BRANDON L	431	Pass		26	CHASTAIN, BRANDON L	401	Pass	
27	CHONG, BROOKE N	204	D.N.P.		27	CHONG, BROOKE N	361	D.N.P.	
28	COATES, CAITLIN N	602	Pass+		28	COATES, CAITLIN N	620	Pass+	
29	COFFIN, AMANDA L	411	Pass		29	COFFIN, AMANDA L	580	Pass+	
30	CORNETT, BRITTNEY K	439	Pass		30	CORNETT, BRITTNEY K	436	Pass	
31	COVEY, ASHLEY N	690	Pass+		31	COVEY, ASHLEY N	422	Pass	
32	COWEN, BRANDO M	456	Pass		32	COWEN, BRANDO M	408	Pass	
33	COWLES, CHELSIE D	508	Pass		33	COWLES, CHELSIE D	457	Pass	
34	COWLES, MICHAEL D	488	Pass		34	COWLES, MICHAEL D	488	Pass	
35	COX, BRANDO L	346	D.N.P.		35	COX, BRANDO L	353	D.N.P.	
36	CRAIG, MARIE P	105	D.N.P.		36	CRAIG, MARIE P	411	Pass	
37	CUMMINGS, SHIANNE R	455	Pass		37	CUMMINGS, SHIANNE R	415	Pass	
38	CURTAIN, JESSICA N	272	D.N.P.		38	CURTAIN, JESSICA N	402	Pass	
39	DAVERS, DENNIS R	420	Pass		39	DAVERS, DENNIS R	417	Pass	
40	DAVIDSON, HANA M	436	Pass		40	DAVIDSON, HANA M	427	Pass	
# : No score due to invalid or omitted subtest UND: Undetermined					D.N.P.: Did Not Pass				

Highlights of the Proficiency Roster

- A** Identifies the school and grade.
- B** Lists students alphabetically within the school for the grade tested.
- C** Provides each student’s scale score and performance level within the English/language arts content area.
- D** Provides each student’s scale score and performance level within the mathematics content area.
- E** Provides English/language arts summary information for the school.
- F** Provides mathematics summary information for the school.
- G** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

School Proficiency  
Performance  
Summary

This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each performance level. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass
Mathematics Pass+	1 Students who scored in the Pass+ performance level in both E/la and math.	2 Students who scored in the Pass performance level in E/la and the Pass+ level in math.	3 Students who scored in the Did Not Pass performance level in E/la and the Pass+ level in math.
Mathematics Pass	4 Students who scored in the Pass+ performance level in E/la and the Pass level in math.	5 Students who scored in the Pass performance level in E/la and the Pass level in math.	6 Students who scored in the Did Not Pass performance level in E/la and the Pass level in math.
Mathematics Did Not Pass	7 Students who scored in the Pass+ performance level in E/la and the Did Not Pass level in math.	8 Students who scored in the Pass performance level in E/la and the Did Not Pass level in math.	9 Students who scored in the Did Not Pass performance level in E/la and the Did Not Pass level in math.

Students whose scores are summarized in the bold box in the upper left-hand corner passed both English/language arts and mathematics.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both subjects, and the number with Undetermined status in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels Pass+, Pass, and Did Not Pass, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

## Reports for the School Administrator

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### School Proficiency Performance Summary

School: SCHOOL ONE

Grade: 3

Simulated Data

#### Purpose

This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

	English/language arts				Mathematics TOTALS																																																
	Pass+	Pass	Did Not Pass	Undetermined																																																	
<b>F</b> Mathematics Pass+	<b>1</b> 13 Students Pass+ in E/la and Math 7%	<b>2</b> 6 Students Pass in E/la and Pass+ in Math 3%	<b>3</b> 0 Students Did Not Pass in E/la and Pass+ in Math 0%	0 Students Undetermined in E/la and Pass+ in Math 0%	19 Students Pass+ in Math 10%																																																
Mathematics Pass	<b>4</b> 18 Students Pass+ in E/la and Pass in Math 9%	<b>5</b> 91 Students Pass in E/la and Math 48%	<b>6</b> 16 Students Did Not Pass in E/la and Pass in Math 8%	0 Students Undetermined in E/la and Pass in Math 0%	65% 125 Students Pass in Math																																																
Mathematics Did Not Pass	<b>7</b> 0 Students Pass+ in E/la and Did Not Pass in Math 0%	<b>8</b> 16 Students Pass in E/la and Did Not Pass in Math 8%	<b>9</b> 25 Students Did Not Pass in E/la and Math 13%	1 Student Undetermined in E/la and Did Not Pass in Math 1%	22% 42 Students Did Not Pass in Math																																																
Mathematics Undetermined	0 Students Pass+ in E/la and Undetermined in Math 0%	0 Students Pass in E/la and Undetermined in Math 0%	0 Students Did Not Pass in E/la and Undetermined in Math 0%	5 Students Undetermined in E/la and Math 3%	3% 5 Students Undetermined in Math																																																
<b>English/language arts TOTALS</b>	31 Students Pass+ in E/la 16%	113 Students Pass in E/la 59%	41 Students Did Not Pass in E/la 21%	6 Students Undetermined in E/la 3%	<b>B</b> <b>Summary of Student Counts</b> Total Grade Count 191 Students with Complete Tests 185 Students with Undetermined Scores E/la Only 1 Math Only 0 Both 5																																																
<table> <tr> <th colspan="3">English/language arts</th><th colspan="3">Mathematics</th></tr> <tr> <th>Summary of Scores</th><th>E/la</th><th>Math</th><th>Pass+</th><th>Pass</th><th>Did Not Pass</th></tr> <tr> <td>Mean Scale Score</td><td>516.3</td><td>415.3</td><td>MSS: 532.5</td><td>MSS: 456.2</td><td>MSS: 336.2</td></tr> <tr> <td>Pass Cut Score</td><td>404</td><td>393</td><td>SD: 39.4</td><td>SD: 22.7</td><td>SD: 32.9</td></tr> <tr> <td>Pass+ Cut Score</td><td>510</td><td>491</td><td>L/H Obt: 516-591</td><td>L/H Obt: 426-509</td><td>L/H Obt: 230-374</td></tr> <tr> <td>Standard Deviation</td><td>64.3</td><td>56.0</td><td>L/H Range: 510-690</td><td>L/H Range: 404-509</td><td>L/H Range: 100-403</td></tr> <tr> <td>Lowest/Highest Scale Score Obtained</td><td>230-591</td><td>264-620</td><td>31 Students Pass+</td><td>113 Students Pass</td><td>41 Students Did Not Pass</td></tr> <tr> <td>Lowest/Highest Scale Score Possible</td><td>100-690</td><td>100-620</td><td></td><td></td><td>19 Students Pass+</td></tr> </table>						English/language arts			Mathematics			Summary of Scores	E/la	Math	Pass+	Pass	Did Not Pass	Mean Scale Score	516.3	415.3	MSS: 532.5	MSS: 456.2	MSS: 336.2	Pass Cut Score	404	393	SD: 39.4	SD: 22.7	SD: 32.9	Pass+ Cut Score	510	491	L/H Obt: 516-591	L/H Obt: 426-509	L/H Obt: 230-374	Standard Deviation	64.3	56.0	L/H Range: 510-690	L/H Range: 404-509	L/H Range: 100-403	Lowest/Highest Scale Score Obtained	230-591	264-620	31 Students Pass+	113 Students Pass	41 Students Did Not Pass	Lowest/Highest Scale Score Possible	100-690	100-620			19 Students Pass+
English/language arts			Mathematics																																																		
Summary of Scores	E/la	Math	Pass+	Pass	Did Not Pass																																																
Mean Scale Score	516.3	415.3	MSS: 532.5	MSS: 456.2	MSS: 336.2																																																
Pass Cut Score	404	393	SD: 39.4	SD: 22.7	SD: 32.9																																																
Pass+ Cut Score	510	491	L/H Obt: 516-591	L/H Obt: 426-509	L/H Obt: 230-374																																																
Standard Deviation	64.3	56.0	L/H Range: 510-690	L/H Range: 404-509	L/H Range: 100-403																																																
Lowest/Highest Scale Score Obtained	230-591	264-620	31 Students Pass+	113 Students Pass	41 Students Did Not Pass																																																
Lowest/Highest Scale Score Possible	100-690	100-620			19 Students Pass+																																																
<p>MSS: Mean Scale Score      SD: Standard Deviation      L/H Obt: Lowest/Highest Scale Score Obtained      L/H Range: Lowest/Highest Scale Score Range of Proficiency Level</p>																																																					

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-04-00003

## Highlights of the School Proficiency Performance Summary

- A** Identifies the school and grade.
- B** Reports the number of students.
- C** Provides school summary information for English/language arts.
- D** Provides school summary information for mathematics.
- E** The **columns** report performance levels for English/language arts.
- F** The **rows** report performance levels for mathematics.
- G** Provides school summary scores by performance level for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- I** Defines the acronyms used in this report.

## Reports for the School Administrator

### Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/ language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

School: SCHOOL ONE

Grade: 3

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 2

Mathematics	Total Number of Students	Pass+ N	Pass %	Did Not Pass N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	191	19	10	125	65	144	75
General Education							
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***
Without accommodations	166	17	10	114	69	131	79
TOTAL	167	17	10	114	68	131	79
Special Education							
With accommodations	13	1	8	3	23	4	31
Without accommodations	12	1	8	8	67	9	75
TOTAL	25	2	8	11	44	13	52
Limited English Proficiency							
With accommodations	0	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***
Non-Limited English Proficiency							
With accommodations	14	1	7	3	21	4	29
Without accommodations	177	18	10	122	69	140	79
TOTAL	191	19	10	125	65	144	75
Gender							
Male	85	9	11	61	72	70	82
Female	106	10	9	64	60	74	69
No valid information	0	***	***	***	***	***	***
SES							
Paid lunch	155	16	10	106	68	122	79
Free or reduced lunch	36	3	8	19	53	22	61
No valid information	0	***	***	***	***	***	***
Ethnicity							
American Indian or Alaska Native	0	***	***	***	***	***	***
Black (not of Hispanic origin)	3	***	***	***	***	***	***
Asian or Pacific Islander	2	***	***	***	***	***	***
Hispanic	2	***	***	***	***	***	***
White (not of Hispanic origin)	182	29	16	110	60	139	76
Multiracial	2	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

School: SCHOOL ONE

Grade: 3

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 1

English/language arts	Total Number of Students	Pass+ N	Pass %	Did Not Pass N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	191	31	16	113	59	144	75
General Education							
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***
Without accommodations	165	29	18	104	63	133	81
TOTAL	166	29	17	104	63	133	81
Special Education							
With accommodations	13	0	0	2	15	2	15
Without accommodations	12	2	17	7	58	9	75
TOTAL	25	2	8	9	36	11	44
Limited English Proficiency							
With accommodations	0	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***
Non-Limited English Proficiency							
With accommodations	14	0	0	2	14	2	14
Without accommodations	177	31	18	111	63	142	80
TOTAL	191	31	16	113	59	144	75
Gender							
Male	85	15	18	52	61	67	79
Female	105	16	15	60	57	76	72
No valid information	1	***	***	***	***	***	***
SES							
Paid lunch	155	27	17	98	63	125	81
Free or reduced lunch	36	4	11	15	42	19	53
No valid information	0	***	***	***	***	***	***
Ethnicity							
American Indian or Alaska Native	0	***	***	***	***	***	***
Black (not of Hispanic origin)	3	***	***	***	***	***	***
Asian or Pacific Islander	2	***	***	***	***	***	***
Hispanic	2	***	***	***	***	***	***
White (not of Hispanic origin)	182	29	16	110	60	139	76
Multiracial	2	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***



---

## Highlights of the Disaggregation Summary Report

- 
- A** Identifies the school and grade.
  - B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
  - C** Identifies the subgroups in the English/language arts content area.
  - D** Lists the total number of students.
  - E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
  - F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
  - G** Indicates the lowest and highest scale scores obtained.
  - H** Identifies the subgroups in the mathematics content area.



---

## Highlights of the Applied Skills Frequency Distribution

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the school.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

### Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

**Note:** All condition codes convert to 0 points obtained.



# Reports for the Corporation Administrator

## Corporation Proficiency Performance Summary

This report summarizes groups of students according to performance levels in the two content areas assessed by *ISTEP+*. It also provides summary scores by performance level. Each box provides the number and percentage of students who scored in each performance level. The rows provide performance-level information for mathematics, and the columns provide performance-level information for English/language arts. See the table below for clarification. The sum of students listed in blocks 1–9 is the total number of students with complete tests.

	English/language arts Pass+	English/language arts Pass	English/language arts Did Not Pass
<b>Mathematics Pass+</b>	❶ Students who scored in the Pass+ performance level in both E/la and math.	❷ Students who scored in the Pass performance level in E/la and the Pass+ level in math.	❸ Students who scored in the Did Not Pass performance level in E/la and the Pass+ level in math.
<b>Mathematics Pass</b>	❹ Students who scored in the Pass+ performance level in E/la and the Pass level in math.	❺ Students who scored in the Pass performance level in E/la and the Pass level in math.	❻ Students who scored in the Did Not Pass performance level in E/la and the Pass level in math.
<b>Mathematics Did Not Pass</b>	❼ Students who scored in the Pass+ performance level in E/la and the Did Not Pass level in math.	❽ Students who scored in the Pass performance level in E/la and the Did Not Pass level in math.	❾ Students who scored in the Did Not Pass performance level in E/la and the Did Not Pass level in math.

Students whose scores are summarized in the bold box in the upper left-hand corner of the report on the next page passed both English/language arts and mathematics.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both subjects, and the number with Undetermined status in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels Pass+, Pass, and Did Not Pass, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

# Reports for the Corporation Administrator

## ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

### Corporation Proficiency Performance Summary

Corporation: CORP ONE

Grade: 3

Simulated Data

#### Purpose

This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

E					
	English/ language arts Pass+	English/ language arts Pass	English/ language arts Did Not Pass	English/ language arts Undetermined	Mathematics TOTALS
Mathematics Pass+	1 13 Students Pass+ in E/la and Math 7%	2 6 Students Pass in E/la and Pass+ in Math 3%	3 0 Students Did Not Pass in E/la and Pass+ in Math 0%	0 0 Students Undetermined in E/la and Pass+ in Math 0%	19 Students Pass+ in Math 10%
Mathematics Pass	4 18 Students Pass+ in E/la and Pass in Math 9%	5 91 Students Pass in E/la and Pass in Math 48%	6 16 Students Did Not Pass in E/la and Pass in Math 8%	0 0 Students Undetermined in E/la and Pass in Math 0%	125 Students Pass in Math 65%
Mathematics Did Not Pass	7 0 Students Pass+ in E/la and Did Not Pass in Math 0%	8 16 Students Pass in E/la and Did Not Pass in Math 8%	9 25 Students Did Not Pass in E/la and Pass in Math 13%	1 1 Student Undetermined in E/la and Did Not Pass in Math 1%	42 Students Did Not Pass in Math 22%
Mathematics Undetermined	0 0 Students Pass+ in E/la and Undetermined in Math 0%	0 0 Students Pass in E/la and Undetermined in Math 0%	0 0 Students Did Not Pass in E/la and Undetermined in Math 0%	5 5 Students Undetermined in E/la and Pass in Math 3%	5 Students Undetermined in Math 3%
English/ language arts TOTALS	31 Students Pass+ in E/la 16%	113 Students Pass in E/la 59%	41 Students Did Not Pass in E/la 21%	6 Students Undetermined in E/la 3%	Summary of Student Counts Total Grade Count 191 Students with Complete Tests 185 Students with Undetermined Scores E/la Only 1 Math Only 0 Both 5
C D G					
Summary of Scores	E/la	Math	Pass+	Pass	Did Not Pass
Mean Scale Score	516.3	415.3	MSS: 532.5	MSS: 456.2	MSS: 336.2
Pass Cut Score	404	393	SD: 39.4	SD: 22.7	SD: 32.9
Pass+ Cut Score	510	491	LH Obt: 516-591	LH Obt: 426-509	LH Obt: 230-374
Standard Deviation	64.3	56.0	LH Range: 510-690	LH Range: 404-509	LH Range: 100-403
Lowest/Highest Scale Score Obtained	230-591	264-620	31 Students Pass+	113 Students Pass	41 Students Did Not Pass
Lowest/Highest Scale Score Possible	100-690	100-620			
MSS: Mean Scale Score SD: Standard Deviation LH Obt: Lowest/Highest Scale Score Obtained LH Range: Lowest/Highest Scale Score Range of Proficiency Level					
G					
Summary of Scores	Pass+	Pass	Did Not Pass	Pass+	Pass
Mean Scale Score	529.4	419.7	MSS: 336.2	MSS: 529.4	MSS: 419.7
Pass Cut Score	510	393	SD: 32.9	SD: 53.8	SD: 25.9
Pass+ Cut Score	491	477	LH Obt: 230-374	LH Obt: 491-620	LH Obt: 399-477
Standard Deviation	64.3	56.0	LH Range: 100-403	LH Range: 491-620	LH Range: 393-490
Lowest/Highest Scale Score Obtained	230-591	264-620	41 Students Did Not Pass	19 Students Pass+	125 Students Pass
Lowest/Highest Scale Score Possible	100-690	100-620			42 Students Did Not Pass

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-04-00003

---

### Highlights of the Corporation Proficiency Performance Summary

- A** Identifies the corporation and grade.
- B** Reports number of students.
- C** Provides corporation summary information for the English/language arts content area.
- D** Provides corporation summary information for the mathematics content area.
- E** The **columns** report performance levels for English/language arts.
- F** The **rows** report performance levels for mathematics.
- G** Provides corporation summary scores by performance level for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation number, county, and state.
- I** Defines the acronyms used in this report.

## Reports for the Corporation Administrator

### Academic Standards Summary

The corporation Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for an individual school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

#### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Academic Standards Summary

Corporation: CORP ONE

Grade: 3

Simulated Data

#### Purpose

This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 372

Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

#### Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at the passing cut score.

MC: Multiple-choice items  
OE: Open-ended items

\*\* : Expected IPI for a student at the passing cut score

#### English/language arts

1. Reading Vocabulary(MC)	10	76	8.0	80.3	4.3	262	72	8.2	82.0	6.0	144	77
2. Reading Comp.(MC)	10	69	7.5	75.2	6.2	260	72	7.7	76.7	7.7	144	77
3. Lit. Response & Analysis(MC)	10	91	9.1	91.2	0.2	254	70	9.3	92.5	1.5	139	75
4. Writing Process(MC)	4	50	2.1	52.5	2.5	273	75	2.1	51.7	1.7	149	80
5. Writing Applications(MC,OE)	8	92	7.5	94.0	2.0	261	72	7.8	97.5	5.5	149	80
6. Lang. Conventions(MC,OE)	8	91	7.4	92.3	1.3	263	73	7.4	93.0	2.0	146	78

Number of Students: 362

#### Mathematics

1. Number Sense(MC,OE)	14	52	8.5	60.8	8.8	261	72	8.5	60.9	8.9	146	78
2. Computation(MC)	12	57	7.4	61.6	4.6	257	71	7.9	66.1	9.1	142	76
3. Algebra & Functions(MC)	9	60	6.1	67.9	7.9	260	71	5.9	65.8	5.8	144	77
4. Geometry(MC,OE)	9	46	4.5	49.5	3.5	253	70	4.3	47.7	1.7	138	74
5. Measurement(MC)	9	72	7.0	77.7	5.7	259	71	7.2	80.1	8.1	145	78
6. Problem Solving(OE)	13	64	9.0	69.1	5.1	257	71	9.5	73.1	9.1	147	79

Number of Students: 364

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016



---

**Highlights of  
the Academic  
Standards  
Summary**

- A** Identifies the corporation and grade.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Academic Standards for the grade.
- D** Shows the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the passing cut score.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean IPI and the IPI at the passing cut score.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Defines report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

## Group Academic Standards Summary

The corporation Group Academic Standards Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for each school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Group Academic Standards Summary**

Corporation: CORP ONE **A**

Grade: 3

**Simulated Data**

**Purpose**  
This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 372

Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

**CTB McGraw-Hill**

**Indiana Performance Index (IPI)**

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at the passing cut score.

MC: Multiple-choice items  
OE: Open-ended items  
\*\* : Expected IPI for a student at the passing cut score

Corporation Summary								School Summary			
	<b>D</b>		<b>E</b>		<b>F</b>			<b>B</b>			
	Points Possible	IPI at Pass**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	SCHOOL ONE		SCHOOL TWO	
								Mean IPI	Diff.	Mean IPI	Diff.
<b>English/language arts</b>											
1. Reading Vocabulary(MC)	10	76	8.0	80.3	4.3	262	72	82.0	6.0	78.5	2.5
2. Reading Comp.(MC)	10	69	7.5	75.2	6.2	260	72	76.7	7.7	73.6	4.6
3. Lit. Response & Analysis(MC)	10	91	9.1	91.2	0.2	254	70	92.5	1.5	89.9	-1.1
4. Writing Process(MC)	4	50	2.1	52.5	2.5	273	75	51.7	1.7	53.3	3.3
5. Writing Applications(MC,OE)	8	92	7.5	94.0	2.0	261	72	97.5	5.5	90.4	-1.6
6. Lang. Conventions(MC,OE)	8	91	7.4	92.3	1.3	263	73	93.0	2.0	91.6	0.6
Number of Students: 362											
<b>Mathematics</b>											
1. Number Sense(MC,OE)	14	52	8.5	60.8	8.8	261	72	60.9	8.9	60.7	8.7
2. Computation(MC)	12	57	7.4	61.6	4.6	257	71	66.1	9.1	57.0	0.0
3. Algebra & Functions(MC)	9	60	6.1	67.9	7.9	260	71	65.8	5.8	70.2	10.2
4. Geometry(MC,OE)	9	46	4.5	49.5	3.5	253	70	47.7	1.7	51.4	5.4
5. Measurement(MC)	9	72	7.0	77.7	5.7	259	71	80.1	8.1	75.1	3.1
6. Problem Solving(OE)	13	64	9.0	69.1	5.1	257	71	73.1	9.1	65.0	1.0
Number of Students: 364											

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

---

## Highlights of the Group Academic Standards Summary

- A** Identifies the corporation and grade.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Academic Standards for the grade.
- D** Shows the number of score points that assess each Academic Standard and lists the expected Indiana Performance Index (IPI) at the passing cut score.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean IPI and the IPI at the passing cut score.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Defines the report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

# Reports for the Corporation Administrator

## Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


#### Disaggregation Summary Report

Corporation: CORP ONE

Grade: 3

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4600  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 2

Mathematics	Total Number of Students	Pass+ N	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	191	19	10	125	65	144	75	42	22	5	3	509.4	364/620
General Education													
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	166	17	10	114	69	131	79	29	17	5	3	513.0	419/620
TOTAL	167	18	11	114	68	132	79	29	17	5	3	513.0	419/620
Special Education													
With accommodations	13	1	8	3	23	4	31	9	69	0	0	458.0	364/527
Without accommodations	12	1	8	8	67	9	75	3	25	0	0	509.7	451/620
TOTAL	25	2	8	11	44	13	52	12	48	0	0	482.8	364/620
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	0	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	14	1	7	3	21	4	29	10	71	0	0	455.5	364/527
Without accommodations	177	18	10	122	69	140	79	32	18	5	3	513.0	419/620
TOTAL	191	19	10	125	65	144	75	42	22	5	3	508.7	364/620
Gender													
Male	85	9	11	61	72	70	82	13	15	2	2	512.0	364/620
Female	106	10	9	63	59	73	69	29	27	3	3	502.8	403/620
No valid information	***	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch													
Free or reduced lunch													
No valid information													
Ethnicity													
American Indian or Alaska Native													
Black (not of Hispanic origin)													
Asian or Pacific Islander													
Hispanic													
White (not of Hispanic origin)													
Multiracial													
No valid information													

\*\*\* Value not computed for fewer than 10 students

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


#### Disaggregation Summary Report

Corporation: CORP ONE

Grade: 3

Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4600  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB McGraw-Hill

Page 1

English/language arts	Total Number of Students	Pass+ N	Pass+ %	Pass N	Pass %	Total Passing N	Total Passing %	Did Not Pass N	Did Not Pass %	Undetermined N	Undetermined %	Median Scale Score	Low/High Scale Score Obtained
All Students	372	45	12	215	58	260	70	102	27	10	3	504.6	301/690
General Education													
With accommodations (e.g. 504 students)	5	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	329	43	13	200	61	243	74	77	23	9	3	508.8	301/690
TOTAL	334	43	13	203	61	246	74	79	24	9	3	508.8	301/690
Special Education													
With accommodations	22	0	0	5	23	5	23	16	73	1	5	422.3	330/542
Without accommodations	16	2	13	7	44	9	56	7	44	0	0	484.8	387/590
TOTAL	38	2	5	12	32	14	37	23	61	1	3	450.0	330/590
Limited English Proficiency													
With accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	3	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	9	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	16	0	0	3	19	3	19	13	81	0	0	412.0	330/536
Without accommodations	347	45	13	210	61	255	73	82	24	10	3	506.3	301/690
TOTAL	363	45	12	213	59	258	71	95	26	10	3	502.3	301/690
Gender													
Male	168	21	13	96	57	117	70	46	27	5	3	501.6	301/690
Female	203	23	11	119	59	142	70	56	28	5	2	505.4	330/690
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch													
Free or reduced lunch	306	40	13	178	58	218	71	83	27	5	2	503.9	301/690
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity													
American Indian or Alaska Native	9	***	***	***	***	***	***	***	***	***	***	***	***
Black (not of Hispanic origin)	29	2	7	15	52	17	59	9	31	3	10	500.8	330/690
Asian or Pacific Islander	15	5	33	4	27	9	60	6	40	0	0	497.3	386/662
Hispanic	42	1	2	22	52	23	55	18	43	1	2	498.0	339/660
White (not of Hispanic origin)	270	37	14	165	61	202	75	62	23	6	2	502.2	301/690
Multiracial	4	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	3	***	***	***	***	***	***	***	***	***	***	***	***

The cut score at Pass is 404. The cut score at Pass+ is 510.  
The Lowest/Highest Scale Score possible for English/language arts is 100/690.  
\*\*\* Value not computed for fewer than 10 students

---

**Highlights of the  
Disaggregation  
Summary Report**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

## Reports for the Corporation Administrator

### Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths or needs on specific Applied Skills items and, therefore, in the Academic Standards that are assessed by these items.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Applied Skills  
Frequency Distribution**

Corporation: CORP ONE

Grade: 6

☐ Simulated Data

**Purpose**  
This report provides a frequency of condition codes obtained by Applied Skills items.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 2

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la Item # - Standard	Total Number of Students N	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
<b>TEST 3</b>							
1a - Writing Applications	106	0 0	18 17	0 0	0 0	2 2	0 0
1b - Lang. Conventions	106	20 19	20 19	14 13	0 0	2 2	0 0
<b>TEST 4</b>							
3 - Lit Response & Analysis	106	2 2	0 0	0 0	0 0	2 2	0 0
4 - Lit Response & Analysis	106	2 2	15 14	6 6	0 0	2 2	0 0
10 - Reading Comp.	106	2 2	15 14	6 6	0 0	2 2	1 1
12 - Reading Comp.	106	4 4	6 6	0 0	6 6	2 2	2 2
13a - Reading Comp.	106	12 11	4 4	6 6	6 6	8 8	0 0
13b - Writing Applications	106	30 28	10 9	8 8	6 6	6 6	0 0
13c - Lang. Conventions	106	34 32	6 6	8 8	10 9	16 15	0 0
<b>Math</b>							
E/la Item # - Standard	Total Number of Students N	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Invalid / Omitted Session N %	
<b>TEST 7</b>							
1 - Number Sense	110	0 0	2 2	0 0	2 2	0 0	
2 - Problem Solving	110	4 4	8 7	0 0	2 2	0 0	
3 - Algebra & Functions	110	8 7	10 9	8 7	0 0	2 2	
4 - Measurement	110	12 11	6 5	8 7	8 7	2 2	
5 - Problem Solving	110	18 16	4 4	6 5	8 7	0 0	
6 - Problem Solving	110	36 33	8 7	12 11	14 13	0 0	
7 - Algebra & Functions	110	40 36	8 7	9 8	12 11	1 1	
<b>TEST 8</b>							
1 - Geometry	110	2 2	6 5	0 0	2 2	0 0	
2 - Geometry	110	4 4	4 4	4 4	2 2	0 0	
3 - Data Analysis & Prob.	110	10 9	10 9	4 4	6 5	0 0	
4 - Algebra & Functions	110						
5 - Measurement	110						
6 - Geometry	110						
7 - Problem Solving	110						

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Applied Skills  
Frequency Distribution**

Corporation: CORP ONE

Grade: 6

☐ Simulated Data

**Purpose**  
This report provides a frequency of points obtained by Applied Skills items.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la Item # - Standard	Points Poss	Total Number of Students N	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
<b>TEST 3</b>									
1a - Writing Applications	6	106		10 9	0 0	0 0	0 0	0 0	76 72
1b - Lang. Conventions	4	106		6 6	0 0	0 0	38 36		
<b>TEST 4</b>									
3 - Lit Response & Analysis	2	106	8 8	13 12	81 77				
4 - Lit Response & Analysis	2	106	10 9	6 6	78 74				
10 - Reading Comp.	2	106	4 4	14 13	62 59				
12 - Reading Comp.	2	106	4 4	23 22	59 55				
13a - Reading Comp.	2	106	4 4	6 6	58 54				
13b - Writing Applications	4	106		6 6	8 8	0 0	32 30		
13c - Lang. Conventions	4	106		6 6	0 0	2 2	24 23		
<b>Math</b>									
E/la Item # - Standard	Points Poss	Total Number of Students N	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
<b>TEST 7</b>									
1 - Number Sense	2	110	10 9	10 9	86 78				
2 - Problem Solving	2	110	10 9	8 7	78 71				
3 - Algebra & Functions	2	110	4 4	8 7	70 64				
4 - Measurement	2	110	6 5	6 5	62 56				
5 - Problem Solving	2	110	12 11	8 7	54 49				
6 - Problem Solving	3	110	8 7	6 5	0 0				
7 - Algebra & Functions	2	110	16 15	6 5	18 16				
<b>TEST 8</b>									
1 - Geometry	2	110	6 5	10 9	84 76				
2 - Geometry	2	110	10 9	8 7	78 71				
3 - Data Analysis & Prob.	2	110	6 5	6 5	68 62				
4 - Algebra & Functions	2	110	8 7	15 14	51 46				
5 - Measurement	2	110	8 7	6 5	54 49				
6 - Geometry	2	110	12 11	6 5	40 36				
7 - Problem Solving	3	110	8 7	6 5	0 0	30 27			

---

**Highlights of the  
Applied Skills  
Frequency  
Distribution**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

**Note:** All condition codes convert to 0 points obtained.





---

**Highlights of the  
Undetermined  
Status Roster**

- A** Identifies the school and grade.
- B** Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts and/or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.

## Reports for the Corporation Administrator

### Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other resources, to evaluate and plan educational priorities.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Academic Standards  
Frequency Distribution**


Corporation: CORP ONE

Grade: 3

Simulated Data


**Purpose**  
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Part 2 Page 1

Summary (Scale Scores)	English/language arts	Mathematics
Number of Students	362	364
High Score	690	620
Low Score	105	223
Local Percentiles		
90	<b>G</b> 588.1	575.0
75	539.2	538.3
50 (Median)	503.6	502.7
25	467.6	474.8
10	428.1	442.2
Mean	505.6	507.2
Standard Deviation	63.5	56.9
Score Ranges		
Pass+		
Pass		
Did Not Pass		

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Academic Standards  
Frequency Distribution**


Corporation: CORP ONE **A**

Grade: 3

Simulated Data


**Purpose**  
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Part 1 Page 1

<b>C</b> English/language arts					<b>F</b> Mathematics					<b>E</b>
Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	
690	6	1.66	362	100.00	4	1.10	364	100.00	690	
620	1	0.28	356	98.34	1	0.27	360	99.90	620	
591	1	0.28	355	98.07					591	
577	1	0.28	354	97.79					577	
562	1	0.28	354	97.79					562	
561					1	0.27	359	98.63	561	
541					1	0.27	358	98.35	541	
530	11	3.04	353	97.51	2	0.55	357	98.08	530	
529	1	0.28	342	94.46	1	0.27	355	97.53	529	
528	1	0.28	341	94.20					528	
527	1	0.28	340	93.92					527	
522					2	0.55	354	97.25	522	
521	2	0.55	339	93.65					521	
518					1	0.27	352	96.70	518	
517					1	0.27	351	96.43	517	
515	1	0.28	337	93.09	2	0.55	350	96.15	515	
505	2	0.55	336	92.82	1	0.27	348	95.60	505	
504	2	0.55	334	92.27	2	0.55	347	95.33	504	
502	1	0.28	332	91.71					502	
501					1	0.27	345	94.78	501	
498	1	0.28	331	91.44	1	0.27	344	94.51	498	
496	1	0.28	330	91.16	1	0.27	343	94.23	496	
493	2	0.55	329	90.88	1	0.27	342	93.96	493	
491					1	0.27	341	93.68	491	
490					1	0.27	340	93.41	490	
489					1	0.27	339	93.13	489	
486	1	0.28	327	90.33					486	
485					1	0.27	338	92.86	485	
484					3	0.82	337	92.58	484	
483	2	0.55	326	90.06	1	0.27	334	91.76	483	
482	3	0.83	324	89.50	1	0.27	333	91.48	482	
480	2	0.55	321	88.67	2	0.55	332	91.21	480	
479	2	0.55	319	88.12	1	0.27	330	90.66	479	
477					1	0.27	329	90.38	477	
476	1	0.28	317	87.57					476	
475					1	0.27	328	90.11	475	
474					2	0.55	327	89.84	474	
473					4	1.10	325	89.29	473	
472	2	0.55	316	87.29					472	
471					1	0.27	321	88.19	471	
470	1	0.28	314	86.74	2	0.55	320	87.91	470	
469	2	0.55	313	86.46	2	0.55	318	87.36	469	
468					2	0.55	316	86.81	468	
466					1	0.27	314	86.26	466	
465					1	0.27	313	85.99	465	
464					1	0.27	312	85.71	464	
463	1	0.28	311	85.91					463	
462	3	0.83	310	85.64					462	
461									461	
460	1	0.28	307	84.81	1	0.27	311	85.44	460	
459	1	0.28	306	84.53					459	

---

### Highlights of the Academic Standards Frequency Distribution

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Lists the scale scores achieved on the English/language arts test.
- D** Shows the number and percentage of students who obtained each scale score on the English/language arts test.
- E** Lists the scale scores achieved on the mathematics test.
- F** Shows the number and percentage of students who achieved each scale score on the mathematics test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).



# Section II: Grade 10 and Retest

## *ISTEP+* GQE Testing Program

### ***ISTEP+* Report Forms**

This guide will help you understand *ISTEP+* test results and report forms in order to apply the results toward the goal of improving educational opportunities for students. The guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a sample letter to parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience for and number of copies of each report are listed below.

#### ***ISTEP+* Report Information**

<b><i>Report</i></b>	<b><i>Number of Copies</i></b>
<b>For Teachers</b>	
Student Report	3
Proficiency Roster	1
Class Essential Skills Report	1
Undetermined Status Roster	2
<i>ISTEP+</i> Label	1
<b>For School Administrators</b>	
Proficiency Roster	1
School Proficiency Performance Summary	1
GQE Required Retest List	1
Disaggregation Summary Report	1
Graduation Test Labels	1
Applied Skills Frequency Distribution	1
<b>For Corporation Administrators</b>	
Proficiency Roster (school)	1
School Proficiency Performance Summary	1
Corporation Proficiency Performance Summary	2
Disaggregation Summary Report (school)	1
Essential Skills Summary (corporation)	2
Group Essential Skills Summary (corporation)	2
Disaggregation Summary Report (corporation)	2
Applied Skills Frequency Distribution (school/corporation)	1 each
Undetermined Status Roster	1
Academic Standards Frequency Distribution	1

Students in Grade 10 must be administered both the Basic and Applied Skills sections of the GQE for English/language arts and mathematics. Retest students must take both the Basic and Applied Skills sections of the GQE for each content area that they have not yet passed.

**Note:** Failure to return both the completed Basic Skills and Applied Skills documents will result in a student receiving a status of Undetermined on the GQE Retest.

Copies of student answers to the constructed-response items, as they appeared in the Applied Skills Assessment test books, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *ISTEP+ Teacher's Scoring Guides*, to assist in further evaluating a student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The *ISTEP+* score reports are packaged by class, school, and corporation, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. Please review the previous section in this guide titled "Understanding *ISTEP+* Test Results." You will also find a glossary at the end of the guide.

### **Sample Letter to Parents**

To help the teacher explain the *ISTEP+* reports to parents, a sample letter to parents is provided on page 95. You may duplicate or edit the letter to make it appropriate for your use.

---

# Reports for Teachers

---

## Student Report

The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Page 1 of the Student Report contains student performance data for English/language arts and mathematics. Page 2 contains the student's Applied Skills results. Three copies of this report are provided. Two copies are for school use and one copy is for the parent.

### **Criterion-Referenced Information**

The top section of this report, called "Indiana Academic Standards," reports the student's scale scores in English/language arts and mathematics and relates these scores to the Indiana Academic Standards established by the State Board of Education (see page 10 for definition).

The center section lists the Essential Skills measured by the *ISTEP+ GQE*. Next to each skill, the student's academic performance is indicated by the Student Skill Score, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.

## Sample Student Report

The sample Student Report presents results for Mary Brown, a tenth-grade student who took the *ISTEP+* achievement test. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared with the standard score adopted by the Board of Education.

On the same report, the tenth-grade Essential Skills are listed. Reading to the right of the first Essential Skill, Construct Meaning, you will see that Mary achieved a Student Skill Score of 99 as compared with the Passing Skill Score of 69, or 30 points higher than the Passing Skill Score.

Mary's English/language arts total score is reported in two ways:

- the Student Skill Score for each Essential Skill, and
- a scale score of 435 (see “Indiana Academic Standards” in area C).

This scale score indicates that Mary did not pass the Indiana Academic Standards in English/language arts. Her score of 505 in mathematics means she did pass the Indiana Academic Standards for that subject.

# ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

## Student Report

MARY BROWN

Grade: 10

### Simulated Data

#### Purpose

This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.

Birthdate: 11/07/87

Special Codes:  
ABCDEFGHIJKLMNPOQRST  
40 2 26 . . . . . 1 2 1 . . . . .

Test Date: 09/15/03

STRCODES: 4690-3333

School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

## Indiana Academic Standards **C**

The **Indiana Academic Standards** describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

### English/language arts DID NOT PASS

Student Score: 435  
Passing Score: 466

Score range (Min-Max) 300 800  
Your child's score is 435 in English/language arts, which means he/she has not passed the English/language arts portion of ISTEP+.

### Mathematics PASS

Student Score: 505  
Passing Score: 486

Score range (Min-Max) 300 720  
Your child's score is 505 in mathematics, which means he/she has passed the mathematics portion of ISTEP+.

### English/language arts

Skill	Student Skill Score	Passing Skill Score	Difference
<b>D</b> Construct Meaning(MC)	99	69	30
Compare/Predict(MC)	X	X	X
Textual Clues(MC)	0	61	-61
Writing Development(Writing)	60	70	-10
Language-in-Use(Writing)	0	91	-91
Punct/Capitalize(MC)	50	56	-6
Usage(MC)	0	41	-41
Spelling(MC)	99	79	20
Revise Written Text(MC)	0	53	-53
Make Inferences(MC,OE)	82	63	19
Cause/Effect(MC)	99	62	37
Purpose/Perspective(MC)	99	58	41
Compare/Contrast(MC,OE)	99	50	49
Influence/Persuade(MC)	67	65	2
Fact/Opinion(MC)	40	88	-48
Literal Meaning(MC)	99	68	31
Genres/Conventions(MC,OE)	86	59	27

### Mathematics

Skill	Student Skill Score	Passing Skill Score	Difference
Probsolv/Comm/Reas(MC,OE)	65	52	13
Algebra(MC,OE)	67	57	10
Functions(MC,OE)	71	60	11
Geometry(MC,OE)	54	46	8
Statistics(MC,OE)	77	72	5
Probability(MC,OE)	59	45	14
Computation(MC,OE)	76	64	12

MC: Multiple-choice items OE: Open-ended items X: Not reported for < 4 points

### English/language arts

Your child did not pass the ISTEP+ test in English/language arts and is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are: Language-in-Use; Textual Clues; Revise Written Text.

### Mathematics

Your child passed the ISTEP+ test in mathematics. The test results show that some of your child's areas of strength are: Probability; Probsolv/Comm/Reas; Computation.

(See back of report for Applied Skills results)

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-04-00003



---

### Highlights of the Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- C** Explains the student's performance relative to the Indiana Academic Standards established by the Board of Education.
- D** Lists Essential Skills, grouped by content area.
- E** Shows the Student Skill Score that the student obtained for each Essential Skill.
- F** Indicates the Passing Skill Score for a student meeting the standard for this specific Essential Skill.
- G** Shows the difference between the Student Skill Score and the Passing Skill Score for a student at the standard.
- H** Defines symbols and acronyms used in this report.
- I** Lists student's areas of strength and weakness.

## Student Report (Back)

The reverse side (back) of the Student Report lists individual student test results for each Applied Skills item by subject area and test session. It provides the number of points the student earned on each item, as well as the maximum number of points possible. This report is used in conjunction with the *Teacher's Scoring Guides* and the imaged student responses to help the teacher explain the scores and the scoring process. Imaged student responses will be returned to the schools in December 2003.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

## Student Report

MARY BROWN

Grade: 10

## Simulated Data

## Purpose

This report provides scoring results from the Applied Skills component of the ISTEP+ test. The Applied Skills test consists of short answer and essay items. The page numbers listed on this report refer back to the original test document.



Birthdate: 11/07/87

Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 40 2 26 . . . . . 1 2 1 . . . . .

Test Date: 09/15/03

STRCODES: 4690-3333  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED



Page 2

## ISTEP+ Student Report - Applied Skills

## English/language arts

English/language arts Test 1 Item# - Skill	Page Number	Points Earned	Points Possible
1a - Writing Development	4	5	6
1b - Language-in-Use	4	3	4

**C** **D** **E** **F**

English/language arts Test 2	Page Number	Points Earned	Points Possible
Item - Skill			
1 - Genres/Conventions	12	1	2
2 - Make Inferences	13	0	2
3 - Make Inferences	13	0	1
4 - Genres/Conventions	13	0	1
5 - Compare/Contrast	13	1	2
6 - Genres/Conventions	14	1	2
7 - Construct Meaning	14	1	1
8a - Make Inferences	16	0 (C)	2
8b - Writing Development	16	0 (C)	4
8c - Language-in-Use	16	0 (C)	4

Note: Please refer to the ISTEP+ Teacher's Scoring Guides for item-specific Essential Skills information (these are available at your child's school and are available on our website at [www.doe.state.in.us/istep](http://www.doe.state.in.us/istep)).

## Mathematics

Mathematics Test 1		Page Number	Points Earned	Points Possible
Item#	Skill			
1	Probsolv/Comm/Reas	2	2	2
2	Probability	3	2	2
3	Probsolv/Comm/Reas	4	2	2
4	Probsolv/Comm/Reas	5	2	2
5	Functions	7	2	4
6	Probsolv/Comm/Reas	8	1	2
7	Algebra	9	2	2
8	Probsolv/Comm/Reas	9	0 (D)	2
9	Probsolv/Comm/Reas	10	0 (A)	2

Mathematics Test 2 Item# - Skill	Page Number	Points Earned	Points Possible
1 - Statistics	13	2	2
2 - Algebra	14	2	1
3 - Geometry	14	2	2
4 - Probsovl/Comm/Reas	15	2	2
5 - Probsovl/Comm/Reas	16	2	2
6 - Computation	16	2	2
7 - Probsovl/Comm/Reas	17	2	2
8 - Probsovl/Comm/Reas	18	0 (0)	2

D = Insufficient response/unable to score/copied from text  
E = Response not related to test question or scoring rule  
Note: All condition codes convert to 0 points obtained

**Your child's teacher can also describe the kinds of extra help your child can receive, if needed.** Indiana schools are required to provide remediation for students who do not pass the academic standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

**If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.**

More information is available by using the ISTEP+ Hotline at **888-544-7837 (888-54-ISTEP)**, the Indiana Department of Education Website, **[www.doe.state.in.us/istep](http://www.doe.state.in.us/istep)**, or you can send email to **[istep@doe.state.in.us](mailto:istep@doe.state.in.us)**.

CTBID: 01341M016485001.04-00003

### Sample Student Report (Back)

The sample Student Report (Back) provides test results for Mary Brown, a tenth-grade student who took the *ISTEP+* achievement test. Under English/language arts, Test 2, one can observe that item number 1 of this test is located on page 12 of the test book and that Mary scored one point. The maximum possible for this item is two points.

---

### Highlights of the Student Report (Back)

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- C** Lists each item and its Essential Skill by content area and test.
- D** Indicates the page number on which the item appears in the test book.
- E** Presents the number of score points that the student earned for the given Applied Skills item or, if no score, the letter of the condition code.
- F** Indicates the number of points possible for the given Applied Skills item.
- G** Explains condition codes.
- H** Provides information for parents.

Proficiency Roster

This report lists all students in the class alphabetically and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the class average (mean scale score), the standard deviation, the lowest and highest scale scores obtained by the students in the group, and the lowest and highest possible scores.

The group’s performance is also compared to the academic standard to show the number and percentage of students above and below the standard.

ISTEP+  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

Proficiency Roster


Class: GRAHAM

Grade: 10

Simulated Data

Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/15/03

STRCODES: 4690-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

English/language arts

Highest Scale Score Obtained	606	Academic Standard	466
Mean Scale Score (SS)	450.9	No./PCT Above Standard	12 / 33%
Lowest Scale Score Obtained	330	No./PCT Below Standard	15 / 42%
Standard Deviation	81.5	No./PCT Undetermined	9 / 25%
Low/High Score Possible	300-800	Number of Students Listed	36

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F	391	Below
2	BAIRD, BRUCE	536	Above
3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND
5	BREYER, BARBAR M	354	Below
6	BROWN, MARY	435	Below
7	CARTER, MARCUS W	336	Below
8	CHONG, SUSAN	371	Below
9	DECKER, TERRI M	417	Below
10	DODSON, PAUL L	486	Above
11	FREEBORN, LARRY	528	Above
12	GARCIA, HANK	#	UND
13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	551	Above
15	JOHNSON, ELLEN	406	Below
16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHER	606	Above
18	MAHLER, CARINE	551	Above
19	MALDONADO, MARLA	354	Below
20	MASSEY, RICHAR N	#	UND
21	NICHOLS, TOM	330	Below
22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	#	UND
24	PARKER, JARROD A	350	Below
25	RAMIREZ, ALEX M	380	Below
26	RAMME, JULIE P	448	Below
27	ROBERTS, MARY J	528	Above
28	ROCKWELL, NANCY K	400	Below
29	SIMPSON, CRAIG	486	Above
30	SMITH, JONELL	479	Above
31	WAMBAUGH, CINDY A	606	Above
32	WHITE, KAREN	507	Above
33	WILLIAMS, MIKE W	#	UND
34	WRIGHT, DAVE	471	Above
35	ZOU, JINSON	439	Below
36	ZWALD, NICK F	429	Below

Mathematics

Highest Scale Score Obtained	597	Academic Standard	486
Mean Scale Score (SS)	470.4	No./PCT Above Standard	19 / 53%
Lowest Scale Score Obtained	359	No./PCT Below Standard	10 / 28%
Standard Deviation	137.7	No./PCT Undetermined	7 / 19%
Low/High Score Possible	300-720	No. of Students Listed	36

No.	Student	Score (SS)	Category
1	ARCHER, DANIEL F	484	Below
2	BAIRD, BRUCE	529	Above
3	BENSON, JIM L	#	UND
4	BRADFORD, NELL	#	UND
5	BREYER, BARBAR M	462	Below
6	BROWN, MARY	505	Above
7	CARTER, MARCUS W	441	Below
8	CHONG, SUSAN	468	Below
9	DECKER, TERRI M	500	Above
10	DODSON, PAUL L	525	Above
11	FREEBORN, LARRY	543	Above
12	GARCIA, HANK	412	Below
13	GREEN, JAMES	#	UND
14	JACKSON, BETTY	552	Above
15	JOHNSON, ELLEN	490	Above
16	LETTERMAN, NICOLE	#	UND
17	LOWREY, KATHER	597	Above
18	MAHLER, CARINE	552	Above
19	MALDONADO, MARLA	#	UND
20	MASSEY, RICHAR N	365	Below
21	NICHOLS, TOM	417	Below
22	OTTENWALTER, MIMI	#	UND
23	PARKER, ALICE C	359	Below
24	PARKER, JARROD A	447	Below
25	RAMIREZ, ALEX M	479	Below
26	RAMME, JULIE P	505	Above
27	ROBERTS, MARY J	543	Above
28	ROCKWELL, NANCY K	500	Above
29	SIMPSON, CRAIG	525	Above
30	SMITH, JONELL	521	Above
31	WAMBAUGH, CINDY A	597	Above
32	WHITE, KAREN	536	Above
33	WILLIAMS, MIKE W	#	UND
34	WRIGHT, DAVE	521	Above
35	ZOU, JINSON	490	Above
36	ZWALD, NICK F	501	Above

# : No score due to invalid or omitted subtest  
UND: Undetermined

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID:32123B821460001-04-00052-000054

Copyright © 2003 by State of Indiana Department of Education and CTB/McGraw-Hill LLC

60

---

### Highlights of the Proficiency Roster

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance category within the English/language arts content area.
- D** Provides each student's scale score and performance category within the mathematics content area.
- E** Provides English/language arts summary information for the class.
- F** Provides mathematics summary information for the class.
- G** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

# Class Essential Skills Report

The Class Essential Skills Report presents Essential Skill information for all the students in your class on a single report. It presents mastery information for each student and summarizes the performance of the class as a whole.

## Essential Skills Information

The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Essential Skills for the grade appear on the left side of the report.

To the right of each Essential Skill the following information appears:

- the number of students who mastered the Essential Skill, and
- the percentage of students in the class who mastered the Essential Skill.

You can use this information to identify areas in which students may need additional instruction.

## ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

### Class Essential Skills Report

Class: GRAHAM

Grade: 10

Simulated Data

#### Purpose

This report provides an analysis of Essential Skills mastery and can be used to analyze curriculum strengths and needs.



No. of Students: 36

Test Date: 09/15/03

STC00DES: 4690-3333

School: SCHOOL ONE

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

#### Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. A student has mastered a given Essential Skill if the student's IPI meets or exceeds the IPI expected for a student at the standard.

- : Mastery
- : Non-Mastery
- X : Mastery not reported for Essential Skills with fewer than 4 points
- MC: Multiple-choice items
- OE: Open-ended items
- # : No score due to invalid or omitted subtest

#### English/language arts

English/Language Arts	
10.1 Construct Meaning(MC)	
10.2 Compare/Predict(MC)	
10.3 Textual Clues(MC)	
10.6a Writing Development(Writing)	
10.6b Language-in-Use(Writing)	
10.7 Punct/Capitalize(MC)	
10.8 Usage(MC)	
10.9 Spelling(MC)	
10.10 Revise Written Text(MC)	
10.11 Make Inferences(MC,OE)	
10.12 Cause/Effect(MC)	
10.13 Purpose/Perspective(MC)	
10.14 Compare/Contrast(MC,OE)	
10.15 Influence/Persuade(MC)	
10.16 Fact/Opinion(MC)	
10.17 Literal Meaning(MC)	
10.19 Genres/Conventions(MC,OE)	

#### Mathematics

10.1-3 Probsolv/Comm/Reas(MC,OE)	19	66	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.4 Algebra(MC,OE)	24	83	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.5 Functions(MC,OE)	21	72	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.6 Geometry(MC,OE)	17	59	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.7 Statistics(MC,OE)	17	57	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.8 Probability(MC,OE)	17	57	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
10.9 Computation(MC,OE)	26	90	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

---

**Highlights of the  
Class Essential  
Skills Report**

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically by name from left to right.
- C** Lists Essential Skills for the grade by content area.
- D** Shows the number of students who mastered the Essential Skill.
- E** Shows the percentage of students who mastered the Essential Skill (see page 91 of the glossary for the definition of "Essential Skills").
- F** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- G** Defines the symbols and acronyms used in this report.

This report provides a list of all students in the class who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the Undetermined status.

### Undetermined Status Roster

Class: GRAHAM

Grade: 10

## Simulated Data

## Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



Test Date: 09/15/03

STRCODES: 4960-3333  
School: SCHOOL ONE  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE D

State: INDIANA STATE DEPT OF ED

	D	C	English/language arts						Mathematics			
B			Writing T1 - OE	E/la T2 - OE	E/la T1 - MC	E/la T2 - MC			Math T1 - OE	Math T2 - OE	Math T3 - MC	Math T4 - MC
Students		Undetermined in Category										
BENSON, JIM L		E/la Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken			Valid Attempt	Valid Attempt	Test not taken	Test not taken
Birthdate: 9/23/87 Special Codes Student ID 2700000490 Other (K-T) 5..1..1..82		Math Undetermined										
BRADFORD, NELL		E/la Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt			Test not taken	Test not taken	Valid Attempt	Valid Attempt
Birthdate: 10/ 5/87 Special Codes Student ID 0900000502 Other (K-T) ....0683		Math Undetermined										
GARCIA, HANK		E/la Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt			Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt
Birthdate: 10/ 8/87 Special Codes Student ID 0900000505 Other (K-T) 1..1..582		Math Below Standard										
GREEN, JAMES		E/la Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test Inv.			Valid Attempt	Valid Attempt	Test not taken	Test not taken
Birthdate: 9/21/87 Special Codes Student ID 21000004885 Other (K-T) 0..04-8		Math Undetermined										
LETTERMAN, NICOLE		E/la Undetermined	Valid Attempt	Test not taken	Valid Attempt	Test not taken			Valid Attempt	Test not taken	Valid Attempt	Test not taken
Birthdate: 9/17/87 Special Codes Student ID 13000004841 Other (K-T) 16..6		Math Undetermined										
MALDONADO, MARLA		E/la Below Standard	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt			Valid Attempt	Test not taken	Valid Attempt	Valid Attempt
Birthdate: 10/ 2/87 Special Codes Student ID 250000049921 Other (K-T) 102-		Math Undetermined										
MC: Multiple-choice items      OE: Open-ended items      Inv.: Test Invalidated by School												

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016



### Highlights of the Undetermined Status Roster

- A** Identifies the class by the teacher's name and grade.
- B** Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts and/or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

### ISTEP+ Label

The *ISTEP+* Label presents an individual student's criterion-referenced test results in a form that you can easily attach to the student's permanent record.

BROWN	MARY	F				
BROWN	MARY	F	ISTEP+		ENGLISH/LANGUAGE ARTS	MATHEMATICS
DOB:	10/15/87				466	486
STN:	123456789				435	505
GRADE:	10				BELOW	ABOVE
TEST DATE:	9/15/03					
SCHOOL:	SCHOOL ONE					
CORP:	CORP ONE					

# Reports for the School Administrator

## Proficiency Roster

This report lists alphabetically all students in the school by grade and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas and whether the student scored above or below the performance standard.

In the upper portion of the report, summary information is given for the school as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### Proficiency Roster

School: SCHOOL ONE

Grade: 10

Simulated Data

#### Purpose

This report lists students alphabetically within a test section. The Proficiency Performance Roster provides a listing of students and their results.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

English/language arts <b>E</b>				Mathematics <b>F</b>			
Highest Scale Score Obtained	800	Academic Standard	466	Highest Scale Score Obtained	720	Academic Standard	486
Mean Scale Score (SS)	399.3	No./PCT Above Standard	18 / 16%	Mean Scale Score (SS)	443.8	No./PCT Above Standard	28 / 25%
Lowest Scale Score Obtained	300	No./PCT Below Standard	76 / 68%	Lowest Scale Score Obtained	300	No./PCT Below Standard	68 / 61%
Standard Deviation	127.7	No./PCT Undetermined	17 / 15%	Standard Deviation	105.6	No./PCT Undetermined	15 / 14%
Low/High Score Possible	300-800	Number of Students Listed	111	Low/High Score Possible	300-720	No. of Students Listed	111
No.	Student	Score (SS)	Category	No.	Student	Score (SS)	Category
1	ANDERSON, DAVID P	800	Above	1	ANDERSON, DAVID P	720	Above
2	ANTONIO, PAT	#	UND	2	ANTONIO, PAT	#	UND
3	ARCHER, DANIEL F	391	Below	3	ARCHER, DANIEL F	484	Below
4	BAIRD, BRUCE	536	Above	4	BAIRD, BRUCE	529	Above
5	BAYES, CECILI S	380	Below	5	BAYES, CECILI S	463	Below
6	BENSON, JIM L	#	UND	6	BENSON, JIM L	#	UND
7	BLISS, FRANK	371	Below	7	BLISS, FRANK	438	Below
8	BRADFORD, NELL	#	UND	8	BRADFORD, NELL	#	UND
9	BREYER, BARBAR M	354	Below	9	BREYER, BARBAR M	462	Below
10	BROWN, MARY	435	Below	10	BROWN, MARY	505	Above
11	BUTLER, BUFORD O	333	Below	11	BUTLER, BUFORD O	449	Below
12	CARLSON, RAY	344	Below	12	CARLSON, RAY	448	Below
13	CARTER, MARCUS W	336	Below	13	CARTER, MARCUS W	441	Below
14	CASH, JAMES A	300	Below	14	CASH, JAMES A	300	Below
15	CHONG, SUSAN	371	Below	15	CHONG, SUSAN	468	Below
16	CLARK, PHILIP S	328	Below	16	CLARK, PHILIP S	312	Below
17	DALLY, PAMELA B	303	Below	17	DALLY, PAMELA B	304	Below
18	DAY, SANDRA	385	Below	18	DAY, SANDRA	431	Below
19	DECKER, TERRI M	417	Below	19	DECKER, TERRI M	500	Above
20	DODSON, PAUL L	486	Above	20	DODSON, PAUL L	525	Above
21	DOE, MARY M	322	Below	21	DOE, MARY M	423	Below
22	EASTMAN, JODY	#	UND	22	EASTMAN, JODY	#	UND
23	EASTMAN, JULIE A	366	Below	23	EASTMAN, JULIE A	487	Above
24	ENGLISH, HAROLD	300	Below	24	ENGLISH, HAROLD	359	Below
25	FELDING, SAM S	350	Below	25	FELDING, SAM S	444	Below
26	FREEBORN, LARRY	528	Above	26	FREEBORN, LARRY	543	Above
27	FROST, CHARLE W	332	Below	27	FROST, CHARLE W	300	Below
28	FULMER, CYNTHI	330	Below	28	FULMER, CYNTHI	300	Below
29	GARCIA, HANK	#	UND	29	GARCIA, HANK	412	Below
30	GILROY, BRIAN P	#	UND	30	GILROY, BRIAN P	720	Above
31	GRACE, JEAN L	347	Below	31	GRACE, JEAN L	449	Below
32	GRAHAM, ANTHON S	300	Below	32	GRAHAM, ANTHON S	304	Below
33	GRAHAM, SUE H	324	Below	33	GRAHAM, SUE H	300	Below
34	GREEN, JAMES	#	UND	34	GREEN, JAMES	#	UND
35	GUARD, LOUISE A	300	Below	35	GUARD, LOUISE A	437	Below
36	HERMES, SHARON K	331	Below	36	HERMES, SHARON K	435	Below
37	HERNANDEZ, GUADAL	306	Below	37	HERNANDEZ, GUADAL	343	Below
38	HILTON, HILLAR	336	Below	38	HILTON, HILLAR	438	Below
39	HOLIDAY, THOMAS J	374	Below	39	HOLIDAY, THOMAS J	434	Below
40	JACKSON, BETTY	551	Above	40	JACKSON, BETTY	552	Above

# : No score due to invalid or omitted subtest  
UND: Undetermined

---

## Highlights of the Proficiency Roster

- A** Identifies the school and grade.
- B** Lists alphabetically students within the school for the grade tested.
- C** Provides each student's scale score and performance level (see page 92 of the glossary for definition) within the English/language arts content area.
- D** Provides each student's scale score and performance level (see page 92 of the glossary for definition) within the mathematics content area.
- E** Provides English/language arts summary information for the school.
- F** Provides mathematics summary information for the school.
- G** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- H** Defines the symbols and acronyms used in this report.

---

## School Proficiency Performance Summary

This report summarizes groups of students according to their performance relative to the Indiana Academic Standards (see page 10 for definition) in the content areas assessed by *ISTEP+*. For example, the rectangle in the upper left-hand corner of the report **1** indicates the number and percentage of students who have obtained scores ABOVE the Indiana Academic Standards in both English/language arts and mathematics. Students tallied in the rectangle immediately to the right of the upper left-hand box **2** have scored ABOVE the standard in mathematics but BELOW the standard in English/language arts. Students reported in the rectangle immediately below the upper left-hand corner **3** have scored ABOVE the English/language arts standard but BELOW the standard in mathematics. Students reported in rectangle **4** have scored BELOW the standard in both English/language arts and mathematics. The sum of students listed in blocks 1, 2, 3, and 4 is the total number of students with complete tests.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both subjects, and the number with Undetermined scores in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance categories ABOVE standard and BELOW standard, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

## Reports for the School Administrator

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### School Proficiency Performance Summary

School: SCHOOL ONE

Grade: 10

Simulated Data

#### Purpose

This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



	English/language arts Above Standard	English/language arts Below Standard	English/language arts Undetermined	Mathematics TOTALS
Mathematics Above Standard	1 14% 16 Students Above the Standard in E/la and Math	2 9% 10 Students Below the Standard in E/la and Above in Math	2 2% 2 Students Undetermined in E/la and Above the Standard in Math	25% 28 Students Above the Standard in Math
Mathematics Below Standard	3 0% 0 Students Above the Standard in E/la and Below in Math	4 59% 65 Students Below the Standard in E/la and Math	3 3% 3 Students Undetermined in E/la and Below the Standard in Math	61% 68 Students Below the Standard in Math
Mathematics Undetermined	2 2% 2 Students Above the Standard in E/la and Undetermined in Math	1 1% 1 Student Below the Standard in E/la and Undetermined in Math	12 11% 12 Students Undetermined in E/la and Undetermined in Math	14% 15 Students Undetermined in Math
English/ language arts TOTALS	16% 18 Students Above the Standard in E/la	68% 76 Students Below the Standard in E/la	15% 17 Students Undetermined in E/la	Summary of Student Counts Total Grade Count 111 Students with Complete Tests 91 Students with Undetermined Scores E/la Only 5 Math Only 3 Both 12

Summary of Scores		Above Standard		Below Standard	
		E/la	Math	E/la	Math
Mean Scale Score	399.3	443.8	MSS: 618.6	MSS: 564.9	MSS: 347.3
Proficiency Cut Score	466	486	SD: 137.0	SD: 87.2	SD: 40.9
Standard Deviation	127.7	105.6	L/H Obt: 471-800	L/H Obt: 487-720	L/H Obt: 300-448
Lowest/Highest Scale Score Obtained	300-800	300-720	18 Students Above Standard	28 Students Above Standard	76 Students Below Standard
Lowest/Highest Scale Score Possible	300-800	300-720			68 Students Below Standard

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

## Highlights of the School Proficiency Performance Summary

- A** Identifies the school and grade.
- B** Reports the number of students.
- C** Provides school summary information for English/language arts.
- D** Provides school summary information for mathematics.
- E** The **columns** report Indiana Academic Standards categories for English/language arts.
- F** The **rows** report Indiana Academic Standards categories for mathematics.
- G** Provides school summary scores by performance category for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- I** Defines the acronyms used in this report.

## Reports for the School Administrator

### GQE Required Retest List

This report lists alphabetically those students who fell below the standard based on the *ISTEP+* Fall 2003 Graduation Qualifying Examination in either English/language arts or mathematics or in both content areas. It also shows the performance category and scale score for each student in each of the content areas.

#### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### GQE Required Retest List

School: SCHOOL ONE

Grade: 10

Simulated Data

#### Purpose

This report lists students who have not met the Indiana Academic Standard in one or more content areas.



Test Date: 09/15/03

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

**F**

#: No score due to invalid or omitted subtest

UND: See Undetermined report for details

English/language arts standard: 466  
Mathematics standard: 486

**C**

**D**

**B**

Student	E/la Score	E/la Category	Math Score	Math Category
ANTONIO, PAT	#	UND	#	UND
ARCHER, DANIEL F	391	Below	484	Below
BAYES, CECILI S	380	Below	463	Below
BENSON, JIM L	#	UND	#	UND
BLISS, FRANK	371	Below	438	Below
BRADFORD, NELL	#	UND	#	UND
BREYER, BARBAR M	354	Below	462	Below
BROWN, MARY	435	Below	505	Above
BUTLER, BUFORD O	333	Below	449	Below
CARLSON, RAY	344	Below	448	Below
CARTER, MARCUS W	336	Below	441	Below
CASH, JAMES A	300	Below	300	Below
CHONG, SUSAN	371	Below	468	Below
CLARK, PHILIP S	328	Below	312	Below
DALLY, PAMELA B	303	Below	304	Below
DAY, SANDRA	385	Below	431	Below
DECKER, TERRI M	417	Below	500	Above
DOE, MARY M	322	Below	423	Below
EASTMAN, JODY	#	UND	#	UND
EASTMAN, JULIE A	366	Below	487	Above
ENGLISH, HAROLD	300	Below	359	Below
FIELDING, SAM S	350	Below	444	Below
FROST, CHARLE W	332	Below	300	Below
FULMER, CYNTHI	330	Below	300	Below
GARCIA, HANK	#	UND	412	Below
GILROY, BRIAN P	#	UND	720	Above
GRACE, JEAN L	347	Below	449	Below
GRAHAM, ANTHON S	300	Below	304	Below
GRAHAM, SUE H	324	Below	300	Below
GREEN, JAMES	#	UND	#	UND
GUARD, LOUISE A	300	Below	437	Below
HERMES, SHARON K	331	Below	435	Below
HERNANDEZ, GUADAL	306	Below	343	Below
HILTON, HILLAR	336	Below	438	Below
HOLIDAY, THOMAS J	374	Below	434	Below
JOHNSON, ELLEN	406	Below	490	Above
JOHNSON, SAMUEL D	379	Below	437	Below
JORDON, WARREN M	300	Below	319	Below
KACHLER, JAMES S	800	Above	#	UND
KURNOFF, MICHAEL F	300	Below	300	Below
LAMBERT, LEE B	385	Below	467	Below
LANGLEY, LUCILL	327	Below	362	Below
LAREDO, DAVID C	333	Below	384	Below
LARSON, BUD	300	Below	417	Below
LETTERMAN, NICOLE	#	UND	#	UND

Student	E/la Score	E/la Category	Math Score	Math Category
LITTON, LINDA	390	Below	475	Below
LOMBARDO, CHRIS W	374	Below	434	Below
LONG, JANE W	800	Above	#	UND
MALDONADO, MARLA	354	Below	#	UND
MARCO, PAUL	363	Below	442	Below
MASSEY, RICHAR N	#	UND	365	Below
MCDANIEL, BRYAN M	408	Below	435	Below
MYLER, RICHAR K	300	Below	304	Below
NAKAUCHI, ONOKO	397	Below	431	Below
NARCISO, SUSAN L	365	Below	434	Below
NICHOLS, TOM	330	Below	417	Below
OGLE, JERRY M	416	Below	487	Below
OTTENWALTER, MIMI	#	UND	#	UND
PADDOCK, DONALD L	338	Below	445	Below
PARKER, ALICE C	#	UND	359	Below
PARKER, JARROD A	350	Below	447	Below
PAXTON, ROBERT	300	Below	421	Below
PAYES, JUDITH A	392	Below	418	Below
PEREZ, VICTOR L	393	Below	481	Below
PLUME, MARIE S	334	Below	345	Below
PLUMMER, OTIS S	#	UND	#	UND
PRENTICE, JACK T	353	Below	457	Below
RAMIREZ, ALEX M	380	Below	479	Below
RAMME, JULIE P	448	Below	505	Above
RAMP, STEVEN A	300	Below	365	Below
REYES, GUSTAV	300	Below	412	Below
ROBINSON, BETH A	359	Below	300	Below
ROCKWELL, NANCY K	400	Below	500	Above
SADLER, TIM	#	UND	#	UND
SANDOVAL, ENRIQU S	300	Below	300	Below
SERROTT, MICHAEL S	300	Below	362	Below
SIEGEL, WILLIA D	324	Below	455	Below
SMITH, BEAU D	300	Below	300	Below
SMITH, CYNTHI	#	UND	720	Above
SMITH, JONATH	312	Below	304	Below
TAYLOR, JULIE	#	UND	#	UND
THOMAS, ADAM C	300	Below	304	Below
THOMAS, MARY B	375	Below	304	Below
THORNTON, DIANA S	300	Below	330	Below
TITUS, HEIDI K	300	Below	319	Below
UPSHAW, DAVID A	#	UND	#	UND
VARGUS, DELFIN W	346	Below	442	Below
WASHBURN, DAVID L	303	Below	423	Below
WEBER, JEFF D	300	Below	300	Below
WHITAKER, DIANE L	327	Below	441	Below

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

---

**Highlights of the  
GQE Required  
Retest List**

- A** Identifies the school and grade.
- B** Lists alphabetically students within the school who will need to take a GQE retest.
- C** Provides each student's scale score and performance level (see page 92 of the glossary for definition) within the English/language arts content area.
- D** Provides each student's scale score and performance level (see page 92 of the glossary for definition) within the mathematics content area.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- F** Defines the symbols and acronyms used in this report.

## Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as above the standard, below the standard, and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.

[illegible]



## Highlights of the Disaggregation Summary Report

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percent of students above standard, below standard, and Undetermined.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

## Graduation Test Labels

An individual **white** label is provided for each student and for each content area. These student labels indicate the student's status relative to meeting the standard in English/language arts and mathematics. Separate labels are provided for each content area passed and for each content area **not** passed. Labels will also be provided for students who did not retest or who received an Undetermined status in one or both content areas.

<b>ISTEP+</b> <small>INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</small>	
<b>BROWN MARY</b> Birthdate: 11/07/87 Grade: 10 Corp: CORP ONE School: SCHOOL ONE Test Date: 09/15/03	<b>GQE - Mathematics</b>
	<b>Standard: 486</b>
	<b>Obtained: 505</b>
	<b>Result: PASS</b>
	<b>Pass label</b>

<b>ISTEP+</b> <small>INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS</small>	
<b>BROWN MARY</b> Birthdate: 11/07/87 Grade: 10 Corp: CORP ONE School: SCHOOL ONE Test Date: 09/15/03	<b>RETEST REQUIRED</b>
	<b>GQE - English/language arts</b>
	<b>Standard: 466</b>
	<b>Obtained: 435</b>
	<b>Result: DID NOT PASS</b>
	<b>Retest label</b>

## Reports for the School Administrator

### Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the school level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your school show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Applied Skills  
Frequency Distribution**

School: SCHOOL ONE

Grade: 10

Simulated Data

**Purpose**  
This report provides a frequency of condition codes obtained by Applied Skills items.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 2

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la Item # - Skill	Total Number of Students N	Condition Code A Blank Response		Condition Code B Illegible		Condition Code C Non - English		Condition Code D Insufficient		Condition Code E Off Topic		Invalid / Omitted Test	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>TEST 1</b>													
1a - Writing Development	106	0	0	18	17	0	0	0	0	2	2	6	6
1b - Language-in-Use	106	20	19	26	25	14	13	0	0	2	2	6	6
<b>TEST 2</b>													
1 - Genres/Conventions	106	2	2	0	0	0	0	0	0	2	2	6	6
2 - Make Inferences	106	2	2	6	6	2	2	0	0	2	2	6	6
3 - Make Inferences	106	2	2	10	9	6	6	0	0	2	2	6	6
4 - Genres/Conventions	106	12	11	11	10	14	13	6	6	2	2	6	6
5 - Compare/Contrast	106	4	4	4	4	6	6	0	0	6	6	6	6
6 - Genres/Conventions	106	20	19	4	4	8	8	4	4	6	6	6	6
7 - Contrast Meaning	106	24	23	8	8	4	4	6	6	6	6	6	6
8a - Make Inferences	106	2	2	3	3	3	3	6	6	6	6	6	6
8b - Writing Development	106	34	32	6	6	8	8	8	8	8	8	6	6
8c - Language-in-Use	106	30	28	13	12	8	8	8	8	8	8	6	6
<b>Math</b>													
<b>TEST 1</b>													
1 - Probability/Comm/Reas	110	0	0	2	2	0	0	2	2			6	6
2 - Probability	110	4	4	8	7	0	0	2	2			6	6
3 - Probability/Comm/Reas	110	8	7	10	9	8	7	2	2			6	6
4 - Probability/Comm/Reas	110	12	11	6	5	8	7	10	9			6	6
5 - Functions	110	18	16	4	4	6	5	8	7			6	6
6 - Probability/Comm/Reas	110	28	25	10	9	6	5	6	5			6	6
7 - Algebra	110	32	29	10	9	12	11	8	7			6	6
8 - Probability/Comm/Reas	110	36	33	8	7	10	9	14	13			6	6
9 - Probability/Comm/Reas	110	32	29	8	7	10	9	10	9			6	6
<b>TEST 2</b>													
1 - Statistics	110	2	2	6	5	0	0	2	2			6	6
2 - Algebra	110	4	4	4	4	4	4	2	2			6	6
3 - Geometry	110	10	9	10	9	4	4	6	5			6	6
4 - Probability/Comm/Reas	110	14	13	8	7	8	7	6	5			6	6

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Applied Skills  
Frequency Distribution**

School: SCHOOL ONE

Grade: 10

Simulated Data

**Purpose**  
This report provides a frequency of points obtained by Applied Skills items.



Test Date: 09/15/03

STRCODES: 4690-3333  
Corporation: CORP ONE  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

E/la Item # - Skill	Points Poss	Total Number of Students N	0 Points Obtained		1 Point Obtained		2 Points Obtained		3 Points Obtained		4 Points Obtained		5 Points Obtained		6 Points Obtained		
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<b>TEST 1</b>																	
1a - Writing Development	6	106			10	9	0	0	0	0	0	0	0	0	0	76	72
1b - Language-in-Use	4	106			6	6	0	0	0	0	38	36					
<b>TEST 2</b>																	
1 - Genres/Conventions	2	106	10	9	0	0	84	79									
2 - Make Inferences	2	106	8	8	8	8	86	81									
3 - Make Inferences	1	106	4	4	82	77											
4 - Genres/Conventions	1	106	4	4	97	94											
5 - Compare/Contrast	2	106	4	4	12	11	70	66									
6 - Genres/Conventions	2	106	4	4	3	3	54	51									
7 - Contrast Meaning	1	106	8	8	56	53											
8a - Make Inferences	2	106	10	9	8	8	40	38									
8b - Writing Development	4	106	6	6	10	9	2	2	24	23							
8c - Language-in-Use	4	106	6	6	17	16	0	0	16	15							
<b>Math</b>																	
<b>TEST 1</b>																	
1 - Probability/Comm/Reas	2	110	10	9	10	9	86	78									
2 - Probability	2	110	10	9	6	5	80	73									
3 - Probability/Comm/Reas	2	110	4	4	8	7	70	64									
4 - Probability/Comm/Reas	2	110	6	5	6	5	62	56									
5 - Functions	4	110	12	11	10	9	0	0	0	0	52	47					
6 - Probability/Comm/Reas	2	110	10	9	6	5	44	40									
7 - Algebra	2	110	8	7	6	5	34	31									
8 - Probability/Comm/Reas	2	110	8	7	6	5	28	25									
9 - Probability/Comm/Reas	2	110	16	15	6	5	28	25									
<b>TEST 2</b>																	
1 - Statistics	2	110	6	5	10	9	84	76									
2 - Algebra	1	110	10	9	86	78											
3 - Geometry	2	110	6	5	6	5	68	62									
4 - Probability/Comm/Reas	2	110	8	7	6	5	60	55									
5 - Probability/Comm/Reas	2	110	8	7	6	5	54	49									
6 - Computation	2	110	12	11	6	5	40	36									
7 - Probability/Comm/Reas	2	110	8	7	3	3	33	30									
8 - Probability/Comm/Reas	2	110	12	11	6	5	28	25									

---

## Highlights of the Applied Skills Frequency Distribution

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the item number and the skill being scored. Descriptions of each item, along with scoring rubrics and skills, are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the school.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students with no response.

### Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

**Note:** All condition codes convert to 0 points obtained.

---

# Reports for the Corporation Administrator

---

## Corporation Proficiency Performance Summary

This report summarizes groups of students according to their performance relative to the Indiana Academic Standards (see page 10 for definition) in the content areas assessed by *ISTEP+*. For example, the rectangle in the upper left-hand corner of the report **1** indicates the number and percentage of students who have obtained scores ABOVE the Indiana Academic Standards in both English/language arts and mathematics. Students tallied in the rectangle immediately to the right of the upper left-hand box **2** have scored ABOVE the standard in mathematics but BELOW the standard in English/language arts. Students reported in the rectangle immediately below the upper left-hand corner **3** have scored ABOVE the English/language arts standard but BELOW the mathematics standard. Students reported in rectangle **4** have scored BELOW the standard in both English/language arts and mathematics. The sum of students listed in blocks 1, 2, 3, and 4 is the total number of students with complete tests.

The section entitled “Summary of Student Counts” shows the total number of students, the number of students with complete tests in both subjects, and the number with Undetermined scores in one or both areas.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance categories ABOVE standard and BELOW standard, the mean scale score, the standard deviation, and the lowest and highest scale scores obtained are shown.

## Reports for the Corporation Administrator

### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### Corporation Proficiency Performance Summary

Corporation: CORP ONE

Grade: 10

Simulated Data

#### Purpose

This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



		English/language arts			Mathematics TOTALS
		Above Standard	Below Standard	Undetermined	
Mathematics	Above Standard	1 32 Students Above the Standard in E/la and Math 15%	2 18 Students Below the Standard in E/la and Above in Math 8%	3 6 Students Undetermined in E/la and Above the Standard in Math 3%	56 Students Above the Standard in Math 26%
	Below Standard	3 0 Students Above the Standard in E/la and Below in Math 0%	4 116 Students Below the Standard in E/la and Math 54%	6 6 Students Undetermined in E/la and Below the Standard in Math 3%	122 Students Below the Standard in Math 57%
	Undetermined	7 7 Students Above the Standard in E/la and Undetermined in Math 3%	2 2 Students Below the Standard in E/la and Undetermined in Math 1%	27 27 Students Undetermined in E/la and Undetermined in Math 13%	36 Students Undetermined in Math 17%
	English/language arts TOTALS	39 39 Students Above the Standard in E/la 18%	136 136 Students Below the Standard in E/la 64%	39 39 Students Undetermined in E/la 18%	
					Summary of Student Counts
					Total Grade Count 214
					Students with Complete Tests 166
					Students with Undetermined Scores
					E/la Only 12
					Math Only 9
					Both 27

Summary of Scores	Above Standard		Below Standard	
	E/la	Math	E/la	Math
Mean Scale Score	413.1	457.2	MSS: 350.1	MSS: 404.0
Proficiency Cut Score	466	486	SD: 38.9	SD: 58.2
Standard Deviation	138.8	105.0	L/H Obt: 300-448	L/H Obt: 300-484
Lowest/Highest Scale Score Obtained	300-800	300-720	39 Students Above Standard	56 Students Above Standard
Lowest/Highest Scale Score Possible	300-800	300-720	136 Students Below Standard	122 Students Below Standard

MSS: Mean Scale Score  
SD: Standard Deviation  
L/H Obt: Lowest/Highest Scale Score Obtained

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

## Highlights of the Corporation Proficiency Performance Summary

- A** Identifies the corporation and grade.
- B** Reports number of students.
- C** Provides corporation summary information for the English/language arts content area.
- D** Provides corporation summary information for the mathematics content area.
- E** The **columns** report Indiana Academic Standards categories for English/language arts.
- F** The **rows** report Indiana Academic Standards categories for mathematics.
- G** Provides corporation summary scores by performance category for both English/language arts and mathematics.
- H** Indicates the test date and identifies the corporation number, county, and state.
- I** Defines the acronyms used in this report.

## Reports for the Corporation Administrator

### Essential Skills Summary

The corporation Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for an individual school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

#### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Essential Skills Summary

Corporation: CORP ONE

Grade: 10

Simulated Data

#### Purpose

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 214

Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

#### Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

X : Mastery not reported for Essential Skills with fewer than 4 points  
MC: Multiple-choice items  
OE: Open-ended items  
\*\* : Expected IPI for a student at the standard

	CORPORATION SUMMARY						SCHOOL ONE					
	D	E	F									
	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery
<b>English/language arts</b>												
10.1 Construct Meaning(MC)	5	69	2.8	56.0	-13.0	64	34	2.6	52.0	-17.0	29	29
10.2 Compare/Predict(MC)	2	X	X	X	X	X	X	X	X	X	X	X
10.3 Textual Clues(MC)	4	61	1.1	27.5	-33.5	28	15	1.0	25.0	-36.0	11	11
10.6a Writing Development(Writing)	10	70	4.6	46.0	-24.0	37	19	4.5	45.0	-25.0	19	19
10.6b Language-in-Use(Writing)	8	91	3.0	37.5	-53.5	27	14	3.0	37.5	-53.5	13	13
10.7 Punct/Capitalize(MC)	4	56	1.3	32.5	-23.5	44	24	1.2	30.0	-26.0	20	20
10.8 Usage(MC)	4	41	1.2	30.0	-11.0	46	25	1.1	27.5	-13.5	22	22
10.9 Spelling(MC)	4	79	1.6	40.0	-39.0	51	27	1.5	37.5	-42.5	23	23
10.10 Revise Written Text(MC)	4	53	1.0	25.0	-28.0	26	14	1.0	25.0	-28.0	11	11
10.11 Make Inferences(MC,OE)	13	63	6.4	49.2	-13.8	67	37	5.8	44.6	-18.4	31	32
10.12 Cause/Effect(MC)	4	62	3.0	75.0	13.0	59	32	2.8	70.0	8.0	29	30
10.13 Purpose/Perspective(MC)	9	58	6.0	66.7	8.7	88	48	5.6	62.2	4.2	43	44
10.14 Compare/Contrast(MC,OE)	6	50	2.3	38.3	-11.7	92	50	2.1	35.0	-15.0	44	45
10.15 Influence/Persuade(MC)	5	65	1.5	30.0	-35.0	46	25	1.4	28.0	-37.0	21	21
10.16 Fact/Opinion(MC)	5	88	1.6	32.0	-56.0	35	19	1.5	30.0	-58.0	15	15
10.17 Literal Meaning(MC)	6	68	3.9	65.0	-3.0	86	47	3.5	58.3	-9.7	41	42
10.19 Genres/Conventions(MC,OE)	7	59	2.6	37.1	-21.9	69	37	2.4	34.3	-24.7	32	32
Number of Students: 175												
<b>Mathematics</b>												
10.1-3 Probsovl/Comm/Reas(MC,OE)	29	52	12.0	41.3	-10.7	56	31	11.5	39.7	-12.3	29	30
10.4 Algebra(MC,OE)	7	57	2.9	41.4	-15.6	75	42	2.9	41.4	-15.6	37	39
10.5 Functions(MC,OE)	7	60	3.5	50.0	-10.0	60	34	3.2	45.7	-14.3	28	29
10.6 Geometry(MC,OE)	7	46	2.6	37.1	-8.9	60	34	2.4	34.3	-11.7	29	30
10.7 Statistics(MC,OE)	8	72	3.0	37.5	-34.5	49	27	2.8	35.0	-37.0	23	24
10.8 Probability(MC,OE)	6	45	2.8	46.7	1.7	73	41	2.5	41.7	-3.3	36	37
10.9 Computation(MC,OE)	10	64	5.6	56.0	-8.0	82	46	5.3	53.0	-11.0	39	41
Number of Students: 178												

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

---

## Highlights of the Essential Skills Summary

- A** Identifies the corporation and grade.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Essential Skills for the grade.
- D** Shows the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard (see page 92 of the glossary for the definition of “Indiana Performance Index”).
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used on this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

## Group Essential Skills Summary

The corporation Group Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for each school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

### ISTEP+

INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

#### Group Essential Skills Summary

Corporation: CORP ONE

Grade: 10

Simulated Data

#### Purpose

This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 214

Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

CTB  
McGraw-Hill

Page 1

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

	Corporation Summary						School Summary					
	D		E		F		B					
	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	SCHOOL ONE		SCHOOL TWO		
Indiana Performance Index (IPI)												
The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.												
X : Mastery not reported for Essential Skills with fewer than 4 points												
MC: Multiple-choice items												
OE: Open-ended items												
** : Expected IPI for a student at the standard												
English/language arts												
10.1 Construct Meaning(MC)	5	69	2.8	56.0	-13.0	64	34	52.0	-17.0	51.2	-17.8	
10.2 Compare/Predict(MC)	2	X	X	X	X	X	X	X	X	X	X	
10.3 Textual Clues(MC)	4	61	1.1	27.5	-33.5	28	15	25.0	-36.0	33.3	-27.7	
10.6a Writing Development(Writing)	10	70	4.6	46.0	-24.0	37	19	45.0	-25.0	48.5	-21.5	
10.6b Language-in-Use(Writing)	8	91	3.0	37.5	-53.5	27	14	37.5	-53.5	39.5	-51.5	
10.7 Punct/Capitalize(MC)	4	56	1.3	32.5	-23.5	44	24	30.0	-26.0	42.0	-14.0	
10.8 Usage(MC)	4	41	1.2	30.0	-11.0	46	25	27.5	-13.5	31.7	-9.3	
10.9 Spelling(MC)	4	79	1.6	40.0	-39.0	51	27	37.5	-42.5	47.7	-31.3	
10.10 Revise Written Text(MC)	4	53	1.0	25.0	-28.0	26	14	25.0	-28.0	31.3	-21.7	
10.11 Make Inferences(MC,OE)	13	63	6.4	49.2	-13.8	67	37	44.6	-18.4	53.2	-9.8	
10.12 Cause/Effect(MC)	4	62	3.0	75.0	13.0	59	32	70.0	8.0	48.9	-13.1	
10.13 Purpose/Perspective(MC)	9	58	6.0	66.7	8.7	88	48	62.2	4.2	62.3	4.3	
10.14 Compare/Contrast(MC,OE)	6	50	2.3	38.3	-11.7	92	50	35.0	-15.0	55.7	5.7	
10.15 Influence/Persuade(MC)	5	65	1.5	30.0	-35.0	46	25	28.0	-37.0	43.4	-21.6	
10.16 Fact/Opinion(MC)	5	88	1.6	32.0	-56.0	35	19	30.0	-58.0	46.6	-41.4	
10.17 Literal Meaning(MC)	6	68	3.9	65.0	-3.0	86	47	58.3	-9.7	63.0	-5.0	
10.19 Genres/Conventions(MC,OE)	7	59	2.6	37.1	-21.9	69	37	34.3	-24.7	55.5	-3.5	
Number of Students: 175												
Mathematics												
10.1-3 Probsovl/Comm/Reas(MC,OE)	29	52	12.0	41.3	-10.7	56	31	39.7	-12.3	43.5	-8.5	
10.4 Algebra(MC,OE)	7	57	2.9	41.4	-15.6	75	42	41.4	-15.6	45.2	-11.8	
10.5 Functions(MC,OE)	7	60	3.5	50.0	-10.0	60	34	45.7	-14.3	53.3	-6.7	
10.6 Geometry(MC,OE)	7	46	2.6	37.1	-8.9	60	34	34.3	-11.7	40.5	-5.5	
10.7 Statistics(MC,OE)	8	72	3.0	37.5	-34.5	49	27	35.0	-37.0	48.3	-23.7	
10.8 Probability(MC,OE)	6	45	2.8	46.7	1.7	73	41	41.7	-3.3	46.9	1.9	
10.9 Computation(MC,OE)	10	64	5.6	56.0	-8.0	82	46	53.0	-11.0	59.0	-5.0	
Number of Students: 178												



---

## Highlights of the Group Essential Skills Summary

- A** Identifies the corporation and grade.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Essential Skills for the grade.
- D** Shows the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and standard IPI for each Essential Skill.
- F** Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (achieved an IPI at or above the standard).
- G** Defines the symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

## Reports for the Corporation Administrator

### Disaggregation Summary Report

The Disaggregation Summary Report comprises two pages, one for English/language arts and one for mathematics. This report presents, by subject, the total number of students with scores identified as above the standard, below the standard, and Undetermined. This information is provided for all students, as well as for certain subgroups—e.g., special education students with and without accommodations.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

Corporation: CORP ONE

Grade: 10


Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

ETRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Page 2

Mathematics	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	214	56	26	122	57	36	17	441.3	300	720
General Education										
With accommodations (e.g. 504 students)	34	9	26	23	68	2	6	444.5	300	720
Without accommodations	97	20	21	59	61	18	19	434.3	300	720
Special Education										
With accommodations	18	6	33	8	44	4	22	420.5	300	720
Without accommodations	65	21	32	32	49	12	18	459.7	304	720
Limited English Proficiency										
With accommodations	29	7	24	20	69	2	7	437.0	300	552
Without accommodations	84	23	27	47	56	14	17	439.0	300	720
Non-Limited English Proficiency										
With accommodations	23	8	35	11	48	4	17	468.0	300	720
Without accommodations	78	18	23	44	56	16	21	442.0	300	720
Gender										
Male	116	29	25	65	56	22	19	439.4	300	720
Female	98	27	28	57	58	14	14	442.8	300	720
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	160	40	25	88	55	32	20	441.8	300	720
Free or reduced lunch	54	16	30	34	63	4	7	440.5	300	720
No valid information	0	***	***	***	***	***	***	***	***	***
Ethnicity										
American Indian or Alaska Native										
Black (not of Hispanic origin)										
Asian or Pacific Islander										
Hispanic										
White (not of Hispanic origin)										
Multiracial										
No valid information										
The Indiana Academic Standard for mathematics is 466. The Lowest/Highest Scale Score Possible for Mathematics is 300/800. *** Value not computed for fewer than 10 students										

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS


**Disaggregation Summary Report**

Corporation: CORP ONE

Grade: 10


Simulated Data

**Purpose**  
This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

ETRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Page 1

English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Undetermined N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	214	39	18	136	64	39	18	354.8	300	800
General Education										
With accommodations (e.g. 504 students)	23	5	22	15	65	3	13	362.0	300	800
Without accommodations	108	16	15	77	71	15	14	353.5	300	800
Special Education										
With accommodations	16	4	25	10	63	2	13	361.3	300	800
Without accommodations	67	14	21	34	51	19	28	380.0	300	800
Limited English Proficiency										
With accommodations	28	7	25	18	64	3	11	354.0	300	800
Without accommodations	85	16	19	54	64	15	18	350.7	300	800
Non-Limited English Proficiency										
With accommodations	11	2	18	7	64	2	18	357.7	300	800
Without accommodations	90	14	16	57	63	19	21	363.0	300	800
Gender										
Male	116	24	21	73	63	19	16	359.0	300	800
Female	98	15	15	63	64	20	20	353.5	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
SES										
Paid lunch	160	29	18	98	61	33	21	354.6	300	800
Free or reduced lunch	54	10	19	38	70	6	11	362.0	300	800
No valid information	0	***	***	***	***	***	***	***	***	***
Ethnicity										
American Indian or Alaska Native	16	0	0	13	81	3	19	348.0	300	465
Black (not of Hispanic origin)	22	4	18	14	64	4	18	354.0	300	800
Asian or Pacific Islander	31	7	23	17	55	7	23	341.0	300	800
Hispanic	26	7	27	17	65	2	8	345.0	300	800
White (not of Hispanic origin)	29	6	21	18	62	5	17	394.0	300	800
Multiracial	35	7	20	19	54	9	26	367.0	300	800
No valid information	55	8	15	38	69	9	16	356.0	300	800
The Indiana Academic Standard for English/language arts is 466. The Lowest/Highest Scale Score Possible for English/language arts is 300/800. *** Value not computed for fewer than 10 students										

Copyright © 2003 by State of Indiana Department of Education and CTB/McGraw-Hill LLC

CTBID: 01341M016485001-05-00003-000016

---

**Highlights of the  
Disaggregation  
Summary Report**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the subgroups in the English/language arts content area.
- D** Lists the total number of students.
- E** Indicates the number and percent of students above standard, below standard, and Undetermined.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.
- H** Identifies the subgroups in the mathematics content area.

## Reports for the Corporation Administrator

### Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents, at the corporation level, the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine if the students in your corporation show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.


**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Applied Skills  
Frequency Distribution**


Corporation: CORP ONE  
Grade: 10  

Simulated Data

**Purpose**  
This report provides a frequency of condition codes obtained by Applied Skills items.



Test Date: 09/15/03  
STPCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED



E/la	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
<b>TEST 1</b>							
1a - Writing Development	214	0 0	53 25	5 2	1 0	4 2	21 10
1b - Language-in-Use	214	20 9	21 10	20 9	5 2	6 3	21 10
<b>TEST 2</b>							
1 - Genres/Conventions	214	2 1	1 0	1 0	6 3	6 3	16 7
2 - Make Inferences	214	6 3	10 5	43 20	5 2	5 2	16 7
3 - Make Inferences	214	10 5	12 6	10 5	4 2	4 2	16 7
4 - Genres/Conventions	214	12 6	7 3	10 5	12 6	5 2	16 7
5 - Compare/Contrast	214	22 10	6 3	7 3	50 23	9 4	16 7
6 - Genres/Conventions	214	36 17	3 1	45 21	9 4	10 5	16 7
7 - Construct Meaning	214	40 19	8 4	5 2	12 6	10 5	16 7
8a - Make Inferences	214	46 21	46 21	9 4	8 4	8 4	16 7
8b - Writing Development	214	50 23	15 7	7 3	11 5	12 6	16 7
8c - Language-in-Use	214	54 25	49 23	10 5	11 5	13 6	16 7
<b>Math</b>							
Item # - Skill	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %	Invalid / Omitted Session N %
<b>TEST 1</b>							
1 - Probability/Comm/Reas	214	0 0	40 19	3 0	8 4		16 7
2 - Probability	214	4 2	10 5	1 0	11 5		16 7
3 - Probability/Comm/Reas	214	8 4	12 6	11 7	9 4		16 7
4 - Probability/Comm/Reas	214	12 6	9 4	9 7	18 8		16 7
5 - Functions	214	22 10	5 2	9 5	14 7		16 7
6 - Probability/Comm/Reas	214	38 18	10 5	6 5	14 7		16 7
7 - Algebra	214	40 19	12 6	46 21	13 6		16 7
8 - Probability/Comm/Reas	214	46 21	10 5	11 9	18 8		16 7
9 - Probability/Comm/Reas	214	52 24	12 6	9 4	18 8		16 7
<b>TEST 2</b>							
1 - Statistics	214	2 1	41 19	3 1	9 4		19 9
2 - Algebra	214	4 2	8 4	6 3	8 4		19 9
3 - Geometry	214	10 5	13 6	8 4	11 5		19 9
4 - Probability/Comm/Reas	214	14 7	44 21	10 5	16 7		19 9
5 - Probability/Comm/Reas	214						
6 - Computation	214						
7 - Probability/Comm/Reas	214						
8 - Probability/Comm/Reas	214						


**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Applied Skills  
Frequency Distribution**


Corporation: CORP ONE  
Grade: 10  

Simulated Data

**Purpose**  
This report provides a frequency of points obtained by Applied Skills items.



Test Date: 09/15/03  
STPCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED



E/la	Points Poss	Total Number of Students	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
<b>TEST 1</b>									
1a - Writing Development	6	214		26 12	7 3	6 3	6 3	3 1	82 38
1b - Language-in-Use	4	214		19 9	7 3	6 3	89 42		
<b>TEST 2</b>									
1 - Genres/Conventions	2	214	20 9	41 19	121 57				
2 - Make Inferences	2	214	21 10	38 18	70 33				
3 - Make Inferences	1	214	14 7	144 67					
4 - Genres/Conventions	1	214	15 7	137 64					
5 - Compare/Contrast	2	214	11 5	25 12	68 32				
6 - Genres/Conventions	2	214	15 7	29 13	51 25				
7 - Construct Meaning	1	214	60 28	63 30					
8a - Make Inferences	2	214	18 8	19 9	44 21				
8b - Writing Development	4	214	17 8	6 3	40 19	40 19			
8c - Language-in-Use	4	214	17 8	7 3	6 3	31 14			
<b>Math</b>									
Item # - Skill	Points Poss	Total Number of Students	0 Points Obtained N %	1 Point Obtained N %	2 Points Obtained N %	3 Points Obtained N %	4 Points Obtained N %	5 Points Obtained N %	6 Points Obtained N %
<b>TEST 1</b>									
1 - Probability/Comm/Reas	2	214	21 10	28 13	98 46				
2 - Probability	2	214	19 9	24 11	129 60				
3 - Probability/Comm/Reas	2	214	14 7	62 29	82 38				
4 - Probability/Comm/Reas	2	214	51 24	24 11	75 35				
5 - Functions	4	214	20 9	62 29	23 10				
6 - Probability/Comm/Reas	2	214	18 8	18 8	94 44				
7 - Algebra	2	214	19 9	18 8	50 23				
8 - Probability/Comm/Reas	2	214	17 8	18 8	78 36				
9 - Probability/Comm/Reas	2	214	18 8	29 14	53 25				
<b>TEST 2</b>									
1 - Statistics	2	214	20 9	62 29	87 41				
2 - Algebra	1	214	51 24	102 48					
3 - Geometry	2	214	16 7	25 12	70 33				
4 - Probability/Comm/Reas	2	214	16 7	25 12	101 47				
5 - Probability/Comm/Reas	2	214	55 26	19 9	53 25				
6 - Computation	2	214	19 9	18 8	43 20				
7 - Probability/Comm/Reas	2	214	19 9	25 12	71 33				
8 - Probability/Comm/Reas	2	214	58 27	19 9	27 13				

---

**Highlights of the  
Applied Skills  
Frequency  
Distribution**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the item number and the skill being scored. Descriptions of each item, along with scoring rubrics and skills, are found in the *ISTEP+ Teacher's Scoring Guides*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students with no response.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

**Note:** All condition codes convert to 0 points obtained.

## Reports for the Corporation Administrator

### Undetermined Status Roster

This report provides a list by school of all students in the corporation who have an Undetermined status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as Undetermined. The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the Undetermined status.

#### ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

#### Undetermined Status Roster

School: SCHOOL ONE

Grade: 10

Simulated Data

#### Purpose

This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.



Test Date: 09/15/03

STRCODES: 4960-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

B Students	C Undetermined in Category	D English/language arts				Mathematics			
		Writing T1 - OE	E/la T2 - OE	E/la T1 - MC	E/la T2 - MC	Math T1 - OE	Math T2 - OE	Math T3 - MC	Math T4 - MC
ANTONIO, PAT Birthdate: 12/16/87 Special Codes Student ID 0900000404 Other (K-T) 2.30.1.192	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt
BENSON, JIM L Birthdate: 9/23/87 Special Codes Student ID 2700000490 Other (K-T) 5..1.1..82	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken
BRADFORD, NELL Birthdate: 10/ 5/87 Special Codes Student ID 0900000502 Other (K-T) ....0683	E/la Undetermined Math Undetermined	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt
EASTMAN, JODY Birthdate: 12/ 3/87 Special Codes Student ID 2200000391 Other (K-T) .1.1..0-58	E/la Undetermined Math Undetermined	Valid Attempt	Valid Attempt	Test not taken	Test not taken	Valid Attempt	Valid Attempt	Test not taken	Test not taken
GARCIA, HANK Birthdate: 10/ 8/87 Special Codes Student ID 0900000505 Other (K-T) 1..1.582	E/la Undetermined Math Below Standard	Test not taken	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt
GILROY, BRIAN P Birthdate: 11/26/87 Special Codes Student ID 0800000384 Other (K-T) .0..... 163	E/la Undetermined Math Above Standard	Test not taken	Test not taken	Test not taken	Test Inv.	Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt

MC: Multiple-choice items

OE: Open-ended items

Inv.: Test Invalidated by School

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016

---

**Highlights of the  
Undetermined  
Status Roster**

- A** Identifies the school and grade.
- B** Lists alphabetically students who have an Undetermined status in English/language arts and/or mathematics.
- C** Indicates whether the Undetermined status is in English/language arts and/or mathematics.
- D** Indicates which subtest was invalidated or not completed.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.

## Reports for the Corporation Administrator

### Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other resources, to evaluate and plan education priorities.

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Academic Standards  
Frequency Distribution**


Corporation: CORP ONE

Grade: 10

Simulated Data


**Purpose**  
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Part 2 Page 1

Summary (Scale Scores)	English/language arts	Mathematics
Number of Students	175	178
High Score	800	720
Low Score	300	300
Local Percentiles		
90	<b>G</b> 599.1	576.8
75	434.4	500.5
50 (Median)	354.8	441.3
25	331.3	415.0
10	300.8	308.6
Mean	413.1	457.2
Standard Deviation	138.8	105.0
Academic Standards		
Cut Score		

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

**Academic Standards  
Frequency Distribution**


Corporation: CORP ONE **A**

Grade: 10

Simulated Data


**Purpose**  
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4690  
County: COUNTY ONE  
State: INDIANA STATE DEPT OF ED

 Part 1 Page 1

<b>C</b> English/language arts					<b>F</b> Mathematics					<b>E</b>
Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score	
800	15	8.57	175	100.00					900	
720	4	2.29	160	91.43	14	7.87	178	100.0	720	
597					4	2.25	164	92.13	597	
552					4	2.25	160	89.89	552	
551	4	2.29	156	89.14					551	
543					4	2.25	156	87.64	543	
536	2	1.14	152	86.86	2	1.12	152	85.39	536	
529					2	1.12	150	84.27	529	
528	4	2.29	150	85.71					528	
525					4	2.25	148	83.15	525	
521					4	2.25	144	80.90	521	
507	2	1.14	146	83.43					507	
505					4	2.25	140	78.65	505	
501					2	1.12	136	76.40	501	
500	4	2.25	134	75.28					500	
492					2	1.12	130	73.03	492	
490					4	2.25	128	71.91	490	
487					2	1.12	124	69.66	487	
486	4	2.29	144	82.29					486	
484					3	1.69	122	68.54	484	
481	1	0.56			1	0.56	119	66.35	481	
479	3	1.71	140	80.00	3	1.69	118	66.29	479	
475					1	0.56	115	64.61	475	
471	1	0.57	137	78.29					471	
468					4	2.25	114	64.04	468	
467					1	0.56	110	61.80	467	
463					1	0.56	109	61.24	463	
462					3	1.69	108	60.67	462	
457					1	0.56	105	58.99	457	
455					2	1.12	104	58.43	455	
449					2	1.12	102	57.30	449	
448	1	0.57	136	77.71	1	0.56	100	56.16	448	
447					3	1.69	99	55.62	447	
445					1	0.56	96	53.93	445	
444					1	0.56	95	53.37	444	
443	1	0.57	135	77.14	1	0.56	94	52.81	443	
442					3	1.69	93	52.25	442	
441					4	2.25	90	50.56	441	
440					1	0.56	86	48.31	440	
439	1	0.57	134	76.57	1	0.56	85	47.75	439	
438					2	1.12	84	47.19	438	
437					2	1.12	82	46.07	437	
436					1	0.56	80	44.94	436	
435	3	1.71	133	76.00	3	1.69	79	44.38	435	
434					3	1.69	76	42.70	434	
433					1	0.56	73	41.01	433	
432					1	0.56	72	40.45	432	
431					2	1.12	71	39.89	431	
430					2	1.12	69	38.76	430	
429	2	1.14	130	74.29	1	0.56	67	37.64	429	

**ISTEP+**  
INDIANA STATEWIDE TESTING  
FOR EDUCATIONAL PROGRESS

Copyright © 1997 CTB/McGraw-Hill. All rights reserved.

CTBID: 01341M016485001-05-00003-000016



---

**Highlights of  
the Academic  
Standards  
Frequency  
Distribution**

- A** Identifies the corporation and grade.
- B** Indicates test date and identifies the corporation number, county, and state.
- C** Lists the scale scores achieved on the English/language arts test.
- D** Shows the number and percentage of students who obtained each scale score on the English/language arts test.
- E** Lists the scale scores achieved on the mathematics test.
- F** Shows the number and percentage of students who achieved each scale score on the mathematics test.
- G** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).



---

# Reference

---

## Glossary

### Criterion-Referenced Test

A test that reports students' scores relative to the Indiana Academic Standards.

### Cut Scores

Cut scores are scale scores that separate and define the performance levels. The cut scores define three general levels of knowledge and skill as follows:

*Pass+:* The student who scores at or above the cut score in English/language arts or mathematics and is high achieving in these subjects.

*Pass:* The student who scores at or above the cut score in English/language arts or mathematics and demonstrates proficiency in these subjects.

*Did Not Pass:* The student who scores below the cut score and in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

### Essential Skills (GQE Grade 10 and Retest)

The Essential Skills measured by the *ISTEP+* GQE are defined by a description of what a student should know and be able to do. The Essential Skills for English/language arts include Construct Meaning, Compare/Predict, Textual Clues, Writing Development, Language-in-Use, Punctuation/Capitalization, Usage, Spelling, Revise Written Text, Make Inferences, Cause/Effect, Purpose/Perspective, Compare/Contrast, Influence/Persuade, Fact/Opinion, Literal Meaning, and Genres/Conventions. The Essential Skills for mathematics include Problem Solving, Communication, Reasoning, Algebra, Functions, Geometry, Statistics, Probability, and Computation.

### Indiana Academic Standards (Grades 3, 6, and 8)

To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for English/language arts include Reading Vocabulary, Reading Comprehension, Literary Response and Analysis, Writing Process, Writing Applications, and Language Conventions. The standards for mathematics include Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Data Analysis and Probability, and Problem Solving.

**Indiana Performance Index**

The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Academic Standards that are measured by *ISTEP+*. It represents the expected number of items that the student would have answered correctly if the student had taken 100 similar items for the specific Academic Standard.

**Indiana Scale Score**

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on a vertical scale by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 100 to about 800.

**Mean**

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

**Median**

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

**Number Correct Scoring**

A scoring procedure that involves adding up students' scores on the test questions in a test.

**Pattern Scoring**

A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

**Performance Levels**

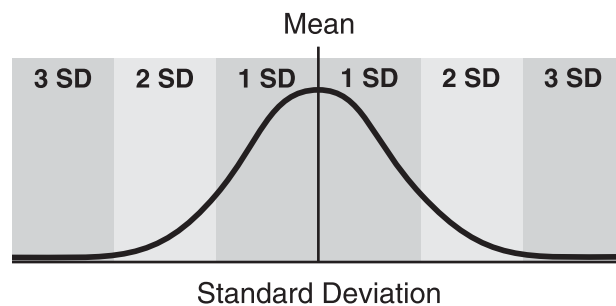
For Grades 3, 6, and 8, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass. For Grade 10 and Retest students, the performance levels are different from those of Grades 3, 6, and 8. Students are reported as performing above the standard or below the standard.

**Raw Score**

A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

**Standard Deviation (SD)**

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five SDs of the mean score.

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.

**Test Section**

A subtest of a given content area.

**Vertical Scale**

A single, continuous scale that is directly related to the level of skill and difficulty of content. As a student progresses from one grade to the next, acquiring greater skill and knowledge, so does the student progress up the vertical scale by receiving higher scale scores.

---

## Sample Letter to Parents (for students in Grades 3, 6, and 8)

Dear Parent:

This past fall, students in Grades 3, 6, and 8 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report is enclosed for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child scored at the Pass+, Pass, or Did Not Pass performance level on the English and mathematics parts of the test. The report also shows how your child did on each of the English and mathematics standards.

A student who scores in the Pass+ or Pass performance levels exceeds or meets the cut scores in English or mathematics. A student who scores in the Did Not Pass performance level may require remedial assistance in order to be successful at the current grade.

The back of the Student Report shows how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these Applied Skills items will be available for your inspection at the school in December.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

Sincerely,

---

## Sample Letter to Parents (for students in Grade 10 and Retest students)

Dear Parent:

This past fall, students in Grades 3, 6, 8, and 10 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report is enclosed for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child passed or did not pass the English and mathematics parts of the test. The report also shows how your child did on each of the English and mathematics skills.

The back of the Student Report shows how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these Applied Skills items will be available for your inspection at the school in December.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

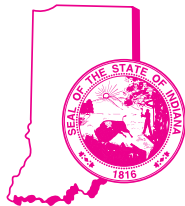
Sincerely,

**CTB/McGraw-Hill**  
20 Ryan Ranch Road  
Monterey, California 93940-5703  
800.538.9547 | [www.ctb.com](http://www.ctb.com)



*The McGraw-Hill Companies*

# Guide to Test Interpretation



**Indiana Department of Education**